Albuquerque Public Schools
SAFE SCHOOL RESPONSE PLAN
Section One

Emergency Procedures
Dismissal and Cancellation of School
Executive Team Message
How to use the Safe School Manual
MEMORANDUM

TO: Principals

FR: M. Elizabeth Everitt, Ph.D.

RE: Emergency Procedures

If your school experiences an emergency or disaster, gas leaks, fires, weather conditions, chemical spills, utility or structural failures or any other situation presenting immediate danger to persons or otherwise seriously hampering the educational program, you need to make one call to APS School Police at 243-7712.

School Police dispatch will call the Superintendent, or designated members of the Leadership Team, Executive Director for Facilities Support and Operations, Community Relations, Student Transportation Services, Risk Management, Albuquerque Police Department, and others as needed.

The Superintendent will be responsible for notification to the Board of Education when necessary.

When you call, be prepared to provide the School Police dispatcher with a brief description of the problem and two telephone numbers (if possible) where you can be reached. It is recommended that one of those be a cellular number.

The Superintendent or designated member of the Leadership Team will make the decision regarding the possible closure of a school due to an emergency. In addition, the Superintendent or a member of the Leadership Team will get to your site immediately (unless the nature of the situation prohibits it). Priority will be given to making the decision at a school site based upon close consultation with the school principal, School Police, Student Transportation Services, and Maintenance and Operations departments.

If you have any questions regarding this procedure, please contact your Cluster Leader Principal or a member of the Leadership Team.

Thank you for your professional response during emergencies.

cc: Leadership Team
    Directors
INCLEMENT WEATHER/ABBREVIATED DAY/EARLY DISMISSAL/CANCELLATION OF SCHOOL SCHEDULE

The decision to implement an abbreviated day schedule requires coordinated efforts in several areas. State, county, and city street departments, as well as Snow Watch Volunteers may be contacted for reports on road conditions. Information from school bus contractors will be obtained before a decision is made to implement a change in schedule due to inclement weather.

Gil Lovato, Director of APS Police, and Dr. J. Patrick Garcia, Director of Student Transportation Services, will provide me with reports on road conditions and the ability of school buses to transport students safely to and from school. I will make the final decision to implement an inclement weather day schedule for the Albuquerque Public School-abbreviated schedule, early dismissial, or cancellation of school.

ABBREVIATED DAY:
The abbreviated day schedule is a shortened school day that begins TWO HOURS LATER than the regular schedule but ends at the regular time. While schools may have different bell schedules, most schools on an abbreviated days schedule will utilize the following instructional times:

- **HIGH SCHOOL**: 9:40 A.M.-2:25 P.M.
- **MIDDLE SCHOOL**: 10:35 A.M.-3:05 P.M.
- **ELEMENTARY SCHOOL**: 11:15 A.M.-3:45 P.M.*

+Times schedule also applies on wed.

The most common use of the abbreviated day schedule occurs when severe weather causes street conditions that would endanger the safety of students to school and school employees to work. All site-to-site (e.g. physical and occupational therapy and work-study, transition services) bus transportation will be cancelled on an abbreviated day.

The reporting time for all employees will be delayed up to a maximum of two hours, on an abbreviated day schedule. Administrators and custodial personnel are expected to report as near to their normal starting time as possible, to prepare the building for the school day.

The school principal is responsible for determining the adjustment of classes necessary to accommodate the abbreviated day schedule. The principal is also responsible for clarifying the exact beginning and dismissal time for his/her school site to the school community.

The decision to institute an abbreviated schedule will be made and announced through the news media no later than 5:30 a.m.

CANCELLATION OF SCHOOL:
Following the decision to implement an abbreviated schedule, weather conditions occasionally worsen to the point that makes it necessary to close the schools. This announcement will be made no later than 8:00 a.m. All students, parents and employees are encouraged to listen to the radio or watch television for announcements concerning changes in the school schedule. Once the Superintendent has cancelled schools the cancellation shall include all extracurricular activities including athletic practices.

Teachers will remain for thirty minutes after students are released for early dismissal to assist with accounting for students. The Principal may require that staff remain longer if needed.
EARLY DISMISSAL:
If severe weather conditions materialize during the school day at your site that would necessitate an early dismissal of students, please contact your cluster leader who will then contact me with a recommendation and feasible plan. After 11:30 a.m., it will be very difficult to arrange for school buses to arrive at school sites, other than at their regular time. If a decision is made on a district wide basis to dismiss early: KANW, commercial radio stations and e-mail will be utilized to provide instruction and direction. Principals and site administrators should refer to their Safe School Response Plan for specific site procedures in dealing with an abbreviated day, early dismissal, cancellation of school or the possibility of the retention of students in instances where school buses may be delayed, several hours, in arriving at your school to pick up students. Your assistance in preparing your students, staff and school community for inclement weather day schedules is critical.

Teachers will remain for thirty minutes after students are released for early dismissal to assist with accounting for students. The Principal may require that staff remain longer if needed.

INCLEMENT WEATHER DISMISSAL SCHEDULE-ELEMENTARY SCHOOLS:
During a district wide early dismissal, it will not be possible to schedule buses to pick up elementary school students at the same time. This will be evident when there are buses that are currently providing service to more than one elementary school, with different starting and ending times. Accommodations will be made so that buses are not scheduled to pick up students at two elementary schools at the same time.

To avoid conflicts in scheduling buses during a district wide inclement weather dismissal, the elementary schools listed below will need to follow the same dismissal time that will be announced for either the middle schools or the high schools. School buses will be scheduled to arrive according to the middle school or the high school schedule listed below.

### 2004-2005 School Year

<table>
<thead>
<tr>
<th>Elementary School-Ending Time</th>
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<th>Elementary School-Ending Time</th>
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<tr>
<td>Adobe Acres</td>
<td>Middle School</td>
<td>Kirtland</td>
<td>Middle School</td>
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<tr>
<td>Alamosa</td>
<td>High School</td>
<td>Kit Carson</td>
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<td>Apache</td>
<td>Middle School</td>
<td>La Luz</td>
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<td>Dolores Gonzales</td>
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<td>Mission</td>
<td>High School</td>
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<td>Middle School</td>
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<td>Emerson</td>
<td>Middle School</td>
<td>Sombra Del Monte</td>
<td>Middle School</td>
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<tr>
<td>Hawthorne</td>
<td>High School</td>
<td>Susie Rayos Marmon</td>
<td>High School</td>
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<td>Hodgin</td>
<td>High School</td>
<td>Washington Middle School</td>
<td>Elementary School</td>
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<td>Inez</td>
<td>Middle School</td>
<td>Whittier</td>
<td>High School</td>
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<tr>
<td>Eugene Field</td>
<td>High School</td>
<td>Edward Gonzales</td>
<td>High School</td>
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INCLEMENT WEATHER SCHEDULE FOR MOUNTAIN SCHOOLS

1. When the mountain schools are on an abbreviated day, Manzano High School will be on an abbreviated day;

2. When the mountain schools are cancelled first call in the morning, Manzano High School will have the same schedule as the city schools; and;

3. In the event the mountain schools are put on an abbreviated day first call in the morning, and that decision is changed to a cancellation at the second call of the morning, then Manzano High School will be on an abbreviated day, regardless of the mountain school schedule.

If you have any questions regarding inclement procedures, please call Dr. Patrick Garcia, Gil Lovato.
The school district would like to acknowledge the following people who were instrumental in developing this manual:

**Gilbert Lovato**, Director School Police

**Safe School Response Committee:**
Dr. Patrick Garcia, Director of Transportation
Jim Hunter - City of Albuquerque
Rigo Chavez Comm. Relations
Ken Barreras - APS Athletics
Cynthia West - APS Police
Todd Resch - La Cueva H/S
Beverly Moya - Alameda Elementary
Susan Carter - Parent
Jo Sloan - New Futures
David West - APS Police
A.V. Romero - APS Police
James Dorn - Risk Management
John Dufay - Maintenance and Operations
Lynn Pedraza – Health and Mental Services
The Albuquerque Public School District is committed to providing a safe and secure environment for students and employees. The SAFE SCHOOL RESPONSE PLAN is designed to assist the school staff in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

A comprehensive SAFE SCHOOL RESPONSE PLAN requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities and communication with staff and students. Through planning, training, and practice, the students and staff of our schools will be prepared to respond appropriately to any emergency. The SAFE SCHOOL RESPONSE PLAN will assist every school in providing a safe school environment conducive to learning. Site administrators are required to conduct homeland security drills at their sites at the beginning of the school year within three weeks into the school year and at least once thereafter before the end of the school year. The school police department will be glad to assist you with these drills.

The major goal of this plan is to assist schools in preparing for potential emergency situations.

The Albuquerque Public School District feels that each school community has unique needs and resources which must be addressed to enhance the SAFE SCHOOL RESPONSE PLAN. The SAFE SCHOOL RESPONSE PLAN will be reviewed annually by district and school staff.

In order to maximize the effectiveness of this plan a team of district personnel has been identified to act as the District Critical Incident Response Team (DCIRT) in the case of school emergencies. The District Critical Incident Response Team includes key personnel who are knowledgeable of school procedures, school building layout, first aid precautions, etc. Essentially, the DCIRT is a nucleus of personnel which includes the School Police, Employee Assistance Program, Facilities Management, Risk Management, Community Relations, and others who are knowledgeable of the SAFE SCHOOL RESPONSE PLAN. The purpose of this team is to support the efforts of the principal and school site critical incident team in maintaining a safe and orderly environment in the midst of a crisis.

Elizabeth M. Everitt, Ph.D.
Superintendent

Susie Peck
Associate Superintendent for Instruction

Nelinda Venegas
Associate Superintendent for Cluster System

Diego Gallegos
Superintendent for Schools

Michael Vigil
Chief Business Officer
HOW TO USE

In order to make the SAFE SCHOOL RESPONSE PLAN a living document that guides your planning, please note the following suggestions:

1. Use sample forms as they relate to your school site.

2. Identify those items from the sample Safe School Response Plan that apply to your site. Modify the plan to make a customized plan for your school site. Updated school maps are available through the Facilities Planning Office.

3. Review all emergency procedures with school site employees.

4. Identify a team of school site personnel who will assume responsibility for managing and preparing for emergencies at the school site.

SUGGESTED IN-SERVICE PLAN FOR SCHOOL SITE EMERGENCY TEAM

A. Managing Crisis
   1. Before it happens
   2. When it happens
   3. Post crisis follow-up
   4. Delegating responsibilities
   5. Reviewing policies and procedures

B. Preventing escalation of rumors
   1. School gossip
   2. Media procedures
   3. Dealing with outsiders

C. Managing grief and loss
   1. Stages of grief
   2. Suicide Intervention, Prevention, Aftermath
   3. Debriefing the incident and emotions surrounding the incident
   4. Anniversary and holiday reactions to crisis

D. Legal Issues
   1. Confidentiality
   2. Negligence/liability

E. Taking care of the caretakers
   1. Helping the staff personally manage the crisis/Processing emotions
   2. Self-care for team members debriefing
   3. Utilization of district critical incident team for debriefing

F. Community referrals
   1. Where to go for help
   2. Getting the referral system in place
   3. Maintaining the community linkages

The keys to maintaining a safe school environment are responsible, caring teachers, and support staff who take charge of their school. Our students need and want us to set rules and establish order.
Section Two

Procedures and Guidelines
PROCEDURES/ GUIDELINES

• Guides A & B
• Bomb Threats and Bomb Emergencies
  • Hostage Crisis
• Drive-by Shooting/Show-by
  • Active Shooter
• Suicide Threats and Attempts
  • Fire

• Windstorms
• Earthquake
• Flood, Snowfall

• Gas Leak (Explosion)
• Loss of Power or Water
• Chemical Spill in a Building
  • Tear Gas (Pranks)
  • Fallen Aircraft

• Fire Drill Guidelines

• Evacuation Guide for Persons with Disabilities

• Suspicious Package Guidelines

• First Aid Responders - Suggested Guidelines

• APS School Crisis Intervention Model
### Critical Incident Definition

A Critical Incident is a crisis that is an unexpected interruption from a previously normal state of functioning producing reactions such as turmoil, instability, and upheaval in a system.

#### Examples of Critical Incidents
- Fire
- Armed Gunman
- Loss of life
- Bombing or Bomb Threat
- Hostage
- Drive-by Shooting
- Loss of Power/Water
- Gas Leak
- Chemical Spill
- Flood/Snowfall
- Windstorm

### Command Post (CP) Location

Location: At or near incident site

### Emergency Operations Center Location

Location: Police building at district HQ

### Weather Terms

**Watch**: Conditions exist for the development of severe weather. Remain alert and be prepared to implement a plan of action.

**Warning**: Severe weather conditions are occurring or imminent. Take immediate action.

### Initial APS Employee Actions

- Notify 911 if police, fire or ambulance are needed
- Notify School Police at 243-7712
- Notify principal (main office switchboard)
- Provide the following:
  - **INSERT NAME OF SCHOOL**
  - **SCHOOL ADDRESS**
  - **SCHOOL PHONE #**

This activates emergency plan

Take action to protect students, faculty, and property. This may include:
- Moving people away
- Isolating and securing the area
- Providing assistance as needed to students and personnel
- Directing public safety responders to the scene

### Emergency Phone Numbers

**911**
(Police, Fire, Ambulance)

- Poison Information Center
  - 272-2222

- Superintendent
  - 880-3700

- School Police
  - 243-7712

- Gil Lovato, Director
  - Cell 228-3361

- Maintenance and Operations
  - 765-5950

- Employee Assistance
  - 883-3952

- Student, School and Community Service Center
  - 842-3742

- Community Relations, Director
  - 881-8421

- Risk Management, Director
  - 342-7209

- Red Cross
  - 265-8514

**INSERT NAME OF SCHOOL**
**SCHOOL ADDRESS**
**SCHOOL PHONE #**
IMMINENT DANGER PROCEDURE
Signal: "CODE RED" = Lock Down
- Used when a dangerous person is in building, near or on APS campus

Staff is responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
Teachers take the following actions:
- Direct students into rooms

LOCK DOWN
- Secure all doors to isolate students and staff from a dangerous threat.
- Will take on some aspects of shelter-in-place by limiting movement
- Protective cover is sought in locked sections of the building and locked classrooms
- Requires the ability to quickly secure natural sections of the physical plant, the classrooms and the exterior doors
- Close Blinds, take shelter away from windows.

DO NOT TURN OFF LIGHTS
- Call APS Police 243-7712
- Use a sign-up sheet to account for each person
- All students are to stay in classroom until the “all clear” signal is given.

ROOM CLEAR
- Used by teacher or staff in the class without direction from office, when a dangerous situation exists within the classroom.
  - Alert Students "ROOM CLEAR"
  - Students walk to a designated "Safe Place".
  - Alert Office.
  - Office will call appropriate authorities based on circumstances.

ROOM SECURE
- Used by teacher or staff in the class without direction from office, when they feel there is suspicious activity or threat outside the classroom.
  - Alert Students "ROOM SECURE"
  - Lock doors, close blinds
  - Alert office
  - Office will call APS Police 243-7712

SHELTER-IN-PLACE
To isolate all students, faculty and staff from the external environment. It is usually done to protect people from a hazardous material incident such as an external gas leak, hazardous material spill, or other environmental contamination. It can also be used whenever 100% student accountability in response to an outside threat is needed.

1. Make sure all students go inside
2. Close all windows and doors to the shelter area
3. Turn off all ventilation that may come from outside
4. If the air within the shelter appears to be contaminated, inform the office of the problem
5. Account for all students, keep track of and report all missing students to the office
6. Continue to listen for and follow the directions given by the Principal’s Office (PA, written, verbal, etc.)
7. Do not allow anyone to leave the shelter until the all clear signal is given

RELOCATION
- Move students and staff off campus to provide safe-haven away from dangerous situation.

If a directive to relocate certain students is given, the principal, designee, or public safety officials will indicate a specific place. Remain calm, do not lock doors, and account for all students and staff.

EVACUATION
If a directive to evacuate is issued;
- All persons will leave the facilities by moving along assigned routes to the designated safe areas; a primary and secondary area will be designated by each site;
- Evacuate to the primary safe area unless directed to go to a secondary location or another area by public safety authorities;
- Remain calm and keep the students as calm as possible;
- Close all doors behind you; DO NOT LOCK DOORS;
- Account for all students and staff

REVERSE EVACUATION
- Used when students and / or staff are outdoors and a threat arises to move the students back inside, in conjunction with lock down or shelter in place.
  - Establish a plan to alert students and staff to go indoors. (Ex: 2 way radio; bells)
  - Go into LOCK-DOWN or SHELTER-IN-PLACE, based on the situation.
Call APS Police (243-7712) if LOCK-DOWN is in progress to report the situation.

DUCK AND COVER
If inside, use a desk or piece of furniture as a shield.
- Drop to knees with your back to windows
- Make body as small as possible
- Bury face in arms
- Keep eyes closed and ears covered

If outside, try to get behind any solid object.
- Lie prone with face away from source of event
- Cover head, face and as much skin surface as possible
- Keep eyes closed and ears covered

ALL CLEAR
The school can resume normal operations
BOMB THREATS AND BOMB EMERGENCIES

Follow the bomb threat report included in the sample forms.

A bomb threat exists when a suspected bomb or explosive device has been reported, but not located. A bomb emergency exists if a bomb has been located, or an explosion has occurred.

Schools should have a separate type of alarm to notify staff that the evacuation is for a bomb threat. Staff can then look for items which are suspicious or out of place, which can be reported to the Police or Fire Dept.

Bomb Threat:

- **Call 911**
- Notify principal; he or she will notify law enforcement.
- Officers will be dispatched immediately.
- Cease radio transmissions on campus (Ham, 2-way and CB radios).
- An officer will contact school officials on site to begin immediate investigation. Avoid spreading panic; do not refer to the “bomb” or “bomb threat.” Discuss the matter with the officer.
- The Police will dispatch fire/rescue equipment if necessary.
- The decision to search a school rests with the principal or person in charge.
- The officer will determine how a search is made. The officer will instruct personnel familiar with the areas in search method:
  - Do not touch, pick up, or move any object found which is not familiar to them.
  - Upon finding a suspect item which may be or may contain an explosive device, confirm that it does not belong in the area.
  - The officer will notify school staff when the search will be discontinued.
  - Do not turn on or turn off any lights, leave environment as you found it, leave area immediately.

Bomb Emergency:

- **Call 911.** The dispatcher will ask for information.
  - Account for students and evacuate in an orderly manner.
  - Police will dispatch officers and emergency services.
  - Cease radio communications, use telephones.
  - Do not push, touch, pick up, move, or in any way handle a suspected explosive device.
  - Move students a maximum safe distance from the buildings or explosion site and account for all students.
HOSTAGE CRISIS

It is possible that students and/or staff could be drawn into a hostage crisis. If your site should be faced with this crisis, your ability to act appropriately will be of extreme importance to the safety of students and personnel, as well as your own.

All students and staff who are on site, but not in imminent danger should follow Lock Down /Room Secure procedures. Close and lock all doors, close curtains/ blinds, stay away from the doors and windows, and wait quietly for further instructions.

Your actions during the crisis will enhance your chances of survival. As a hostage follow the guidelines below:

1. Obey terrorist orders, do not become antagonistic.
2. Be courteous and polite to the terrorists and other hostages.
3. Do not debate, argue, or discuss political issues with terrorists or other hostages.
4. Talk in a normal voice. Avoid whispering when talking to other hostages and avoid raising your voice when talking to terrorists.
5. Avoid abrupt movements. Keep movement to a minimum and in view.
6. Locate students and yourself away from windows and doors and as far away from terrorists as possible.
7. Answer all questions unless your position may pose a threat to terrorists or to their ideologies.
8. Inform captors of any medical conditions or special disabilities of all hostages.
9. Do not discuss possible actions to be taken by other agencies, school district, colleagues, media, or parents.
10. Stay calm.

TRY TO INFORM ANY OF THE FOLLOWING AGENCIES, BUT NOT AT THE RISK OF LIVES.

1. Call 911
2. School Police
3. Superintendent's Office
4. Area Superintendent's Office

REMEMBER: TIME AND CALMNESS ARE YOUR GREATEST ALLIES!
DRIVE-BY SHOOTING/ SHOW-BY

With the availability of weapons and the increase of gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of staff and students.

The locations at greater risk are the fields utilized by P.E. classes, the perimeter of the school, and the entrance areas due to accessibility by vehicle.

If you suspect that shots may be fired from a passing vehicle:

1. Have students and staff lie flat on the ground and keep as low as possible.

2. If safely possible, look at the vehicle, try to identify:
   * license plate number
   * type of car
   * occupants
   * weapons

Immediately after the vehicle has gone:

1. **Call 911.**

2. Notify the School Police at 243-7712 (School Police will then contact the Superintendent's Office, and activate the District Critical Incident Response Team, as necessary.)

3. Assess injuries, if any.

4. Have students move safely and quickly to the nearest shelter (building).

5. Do not allow the seriously injured to move. If they are ambulatory, assist them to a shelter.

6. Immediately notify the school office of the situation and report the extent of injuries.

7. Stay with the injured until emergency services arrive.

8. The media is not allowed on campus during a critical incident. They should be referred to the Director of Community Relations for information.

9. Assist the police with as much detail as possible.

10. Alert nearby schools of the incident if the potential exists for them to be affected.

**REMEMBER** - Students will model their emotional reaction after yours. **STAY CALM.**
ACTIVE SHOOTER

One or more subjects participating in a random or systematic shooting incident --demonstrating their intent to continuously harm others and who might be armed with other deadly weapons (knife, club, crossbow, explosives, etc.) Their specific objective appearing to be that of mass murder, rather than of other criminal conduct such as robbery, hostage -taking, etc.

The prioritization of activities in order of importance is:

1. Stop the active shooter.
2. Rescue the victims
3. Provide medical assistance
4. Preserve the crime scene.

The first Law Enforcement Officers on site will be:

A. Forming a Contact Team, and go in immediate pursuit of the active shooter. Their focus shall be to make direct contact with the active shooter(s) as soon as possible and stop them by containment, physical arrest, or the use of deadly physical force.

B. Forming a Rescue Team, which will locate and remove injured victims and direct those uninjured persons out of the building.

All students and staff on site of an active shooter should follow their guidelines for Lock Down/Room Secure.
SUICIDE THREATS and ATTEMPTS

If a person demonstrates any suicidal tendencies (verbal or other signs), keep that person under close observation until a trained professional in mental health arrives.

Suicide is not a spontaneous activity. Suicide is usually the result of a long-term, gradual, wearing-away process called emotional erosion. What is being eroded is the person’s ability to cope with life experiences and the emotions surrounding his/her experiences. There is no single cause of a suicide; only causes.

When working with a suicidal person look for a clustering of warning signs within a context of: recent loss, sadness, frustration, disappointment, grief, alienation, depression, loneliness, physical pain, mental anguish, or mental illness. TAKE SUICIDE THREATS SERIOUSLY, SEEK HELP BY A TRAINED PROFESSIONAL, AND REMAIN WITH THAT PERSON UNTIL HELP IS OBTAINED.

Should a person brandish a weapon, the following actions should be taken:

1. ROOM CLEAR

2. Notify 911 IMMEDIATELY and/or School Police 243-7712

3. Notify the principal or other administrative staff.

4. Isolate the person, if possible, to eliminate risk to others.

5. Parent/guardian/family member will be contacted IMMEDIATELY.

6. Stay calm and await emergency personnel.

7. Contact Employee Assistance for psychological services.

FOR INTERVENTION AND ASSESSMENT SERVICES FOR SUICIDAL CASES CALL THE APS EMPLOYEE ASSISTANCE PROGRAM
School fires are often more dangerous than they appear. Panic greatly complicates evacuation. Most school fires are set by vandals. Never assume that the fire has a single source or is minor. Cafeterias, laboratories, shops, storage rooms and toilets are common areas for fires. To prepare, have your staff familiarize themselves with the locations and operation of fire extinguishers, fire pull stations, and hoses.

**Internal Building Fire:**

- Sound alarm and evacuate away from the fire.
- Call 911.
- **Evacuate** to a maximum safe distance from building.
- Evacuate away from cafeterias, school laboratories, wood shops, and travel routes of emergency vehicles.
- Provide First Aid if necessary.
- Account for students.
- Do not fight the fire if it will put you in danger. Should only fight fires in their incipient stage, ie fires that can be controlled with an extinguisher.
- Notify Superintendent, Risk Management, School Police, Public Information.
- Do not re-enter the building until fire officials declare the area safe.
- The school may have to be evacuated, in full or in part.
- Students may be sent home following parental notification procedures.
- School may be dismissed, and busses called in.
- If necessary elementary and middle schools may be evacuated to a larger school in the cluster. Students should be accounted for, and if appropriate, a staff member can remain at or near the school to assist arriving parents.
- Students may be evacuated to unaffected portions of the same school.
- Do not underestimate the psychological impact of a small fire at an elementary school.

**External fire near the school:**

- Evaluate situation.
- Evacuate if students or APS buildings are in danger.
- If smoke is blowing in the direction of the school and not endangering lives, **Shelter In Place** (Keep students inside of classrooms, turn off ventilation systems, wait for word that it is safe before resuming any outside activity.)
WINDSTORMS

Tornadoes travel in an erratic path 5 to 50 miles in length at 25 to 40 miles per hour. Since the danger is present outside, Shelter in Place. Dangers are from wind, flying debris, and collapse.

Thunderstorms produce lightning, hail, strong winds. Shelter-in-Place.

• Evacuate classrooms bearing full force of wind.
• Move children away from windows. Open windows slightly to equalize air pressure (tornado). Hallways also provide protection.
• Lowest floor, interior spaces on the opposite side of the wind - closets and other similar framed construction are safer areas. Poured in place concrete buildings are probably the safest type of building.
• Move children from portables to main building, if time allows.
• Avoid auditoriums, gymnasiums and structures with large roof spans. Avoid rooms with glass.
• Shut down boilers.
EARTHQUAKE

Earthquakes are a form of disaster that give no advance warning. Therefore, earthquake drills should be conducted semi-annually to ensure student and staff safety, use the following procedures.

I. INSIDE BUILDING

A. All pupils and staff should immediately turn away from glass areas and place themselves under tables and desks.

B. Students are to remain in this position until the teacher determines it is safe to resume normal class operations.

C. If structural damage, window breakage, etc. has been sustained, the teacher is to follow normal fire drill procedures following termination of the quake.

D. Students are not to be dismissed from school until clearance has been given by the appropriate Area Superintendent.

II. OUTSIDE BUILDING

A. Children and staff are to remain in a cleared area free from any potential falling objects. Example: trees, portable backstop, power lines, buildings, etc.

B. Children are to be under direct supervision of adult(s) who in turn will wait for instructions from principal or designee as to the appropriate dismissal of the children.

C. Under no circumstances should children or adults attempt to return to the building during an earthquake.

III. FOLLOW-UP

A survey of injuries should be made as soon as possible. Notify the principal or nurse of any injuries or if help is needed. List names of students and description of any injuries. Further instructions will be given over intercom as soon as possible.

IV. INSPECTIONS

IF ANY SCHOOL BUILDINGS HAVE SIGNS OF STRUCTURAL DAMAGE (including cracks in windows, walls, floors, or ceilings), DO NOT RE-ENTER SCHOOL BUILDINGS UNTIL THEY HAVE BEEN INSPECTED BY APPROPRIATE AND QUALIFIED DEPARTMENTS.
FLOOD, SNOWFALL

These natural disasters are usually “Shelter In Place” emergencies, until parents can be notified. Although closing school may be appropriate, students should not be sent home if it is hazardous to do so.

A flood may require immediate evacuation. If so, it would be communicated by a governmental authority. Do not evacuate through water. If time permits have custodians turn off utilities, especially if basement is in danger of flooding. Evacuate to high ground.

If evacuation to another location is necessary:

- Contact Superintendent or Regional Assistant Superintendent
GAS LEAK (EXPLOSION)

Gas leaks can be internal or external to the building. Natural gas rises, while propane is denser than air and accumulates in low places. Do not attempt to evaluate the probability of an explosion.

It is difficult to respond to an explosion, because explosions are sudden and unexpected. If there is sufficient time, students should drop to the floor, protecting face and neck with arms from flying debris and glass.

M&O evaluates gas leaks and makes repairs. If a Fire Department or Gas Company turns off the main valve, the school must pass a high pressure test before services can continue. If the school fails to pass the test, extensive investigation and repairs may have to be made prior to re-opening school.

Natural gas is not toxic. It burns and does cause explosions, but it will not poison an individual. It is an asphyxiant, and could cause suffocation if someone were to be exposed to it in high concentrations within enclosed spaces.

If there is a leak, CALL 911 and:

- ROOM CLEAR
  - Evacuate according to the fire evacuation plan.
  - Evacuate away from the source of the gas leak. Extinguish flames in science rooms and in the kitchen as feasible.
  - Move students away from buildings and windows.
  - Advise M&O and School Police of the situation.
  - Evacuate students to a maximum safe distance.
  - Do not operate cell phones or light switches in the affected area.
  - May consider turning off the shut-off valve to the appliance.

If the leak is minor notify M&O immediately.
LOSS OF POWER OR WATER

Loss of power or water should be phoned to Maintenance and Operations Dispatch at 765-5950 who will, in turn notify appropriate APS officials. Maintenance and Operations will assess the situation and advise the Chief of Facilities Planning & Operations and the site administrator with the estimate of when the utilities will be restored. Police can be called if the Maintenance and Operations dispatcher is not available.
CHEMICAL SPILL IN A BUILDING

If vapors, gases, or mists are being released, evacuate students from the immediate area as a precaution.

Ordinary cleansers and soaps can be diluted and flushed.

**Do not clean up any chemical spill.** Call Risk Management or the Fire Department. A serious spill will have to be cleaned up by an outside contractor skilled and trained in emergency procedures. **APS is not an emergency service provider.**

All containers must be labeled as to their contents. No chemicals should be brought into school property without approval from the principal, and the Material Safety Data Sheet (MSDS) for the chemical should be forwarded to Risk Management. Proper chemical hazard signs should be displayed on outside of buildings that contain chemicals.

To protect against spills, schools should maintain the MSD sheets for the Fire Department or other service provider.

If the boiler treater malfunctions, or if a line leaks there may be an irritating ammonia odor. Call M&O plumbing and evacuate away from the area. Open windows if necessary.

General Procedures:

◊ Render First Aid. Use the shower or eyewash as needed for 15 minutes to clean contaminated persons.
◊ Contain or neutralize the spill. Spills occur most often in science, art, and vocational shops. Certain chemicals such as paint can be cleaned up and put in a container.
◊ May be helpful to establish criteria for a significant chemical spill or leak that would require fire department response.
◊ Consider turning off HVAC systems.
TEAR GAS (PRANKS)

In the event of inclement weather, students should be moved to an unaffected building.

Overreaction tends to encourage tear gas pranks.

Some tear gas can be fatal to individuals with asthma.

• **ROOM CLEAR**
  • Evacuate according to the fire evacuation plan.
  • Render First Aid.
  • Leave doors and windows open. The gas will dissipate in about 30 minutes.
  • Notify School Police and Risk Management.
  • It is not necessary to evacuate the entire school if one building is affected.
FALLEN AIRCRAFT

In the event of a fallen aircraft, teachers/administrators should instruct students to implement Shelter in Place procedures. If building(s) or site is evacuated all students/staff shall:

1. Maintain a safe distance from aircraft (minimum of 400 yards; for military aircraft, use greater caution.)

2. Move away and upwind from plane, allowing for possible explosion.

In the event of an explosion, immediately order evacuation according to site plan. In the case of a life-threatening situation, the principal should enlist immediate assistance of the School Site Emergency Team. The principal or designee should check with staff to ensure safety of and accountability for all students and staff. (Teachers must keep class roll with them at all times.) The principal or designee should ensure that no one returns to buildings for ANY reason until such buildings are officially declared safe by the fire department, district Maintenance and Operations, etc.
FIRE DRILL GUIDELINES

Fire drills practice the basic evacuation method. Some fire alarms are connected to the School Police Dispatch Center. Be sure and call the dispatch center at 243-7712 before conducting a fire drill. Failure to do so, may result in sending the Fire Department on a false call. Call 911 in the event of an actual or suspected fire.

Fire drills should be conducted once a week on the first month of the school year and once a month thereafter. For year round schools, the weekly drills are due during the month new students arrive at the school.

Drills should be conducted at different times of the day.

Do not use elevators to evacuate.

Two obstructed drills should be conducted each year. Close or block exits so that students must seek alternative routes from the buildings.

If the school crosses streets when conducting fire drills, contact Risk Management for additional information.

Complete the "School Fire Drill Record" and forward copies to Risk Management. Risk Management will distribute the record to the appropriate fire departments.

It is illegal to conduct school with an inoperative fire alarm.

Procedures:

- All Personnel should evacuate. Assigned personnel should see that all restrooms and non-classrooms are evacuated.

- Close doors and windows upon leaving, if time allows.

- Do not reenter a building to retrieve possessions. Students should not take coats, or personal possessions.

- Order and control is more important than a hasty evacuation.
  - Roll should be taken.
  - If there are unaccounted absences, a runner should be sent to notify the principal.
  - Take enrollment cards.
  - Students on the playground should go to their previously designated area on the grounds and assume regular fire discipline.

- Enter the building after attendance has been taken, and after the "all clear" bell sounds. The "all clear" bell should be different from the evacuation alarm.

- Schools with special education students should follow instructions in the Evacuation Guide for Persons with Disabilities.
EVACUATION GUIDE FOR PERSONS WITH DISABILITIES

All students, staff and visitors must evacuate in an emergency. No one shall be left in the buildings. Each school shall develop a fire evacuation and a disaster evacuation plan for all students including students with disabilities.

An emergency is any life threatening or life endangering situation.

- Report emergencies in usual manner; and evacuate disabled persons according to their Individualized Emergency Evacuation Plan.

Visually Impaired

- Tell the person where they are.
- Tell the person nature of emergency.
- Assigned guide should accompany them.
- As you guide them:
  * Tell them where they are.
  * Advise of obstacles.
  * Advise of conditions.
- When you reach safety:
  Ask if you can further assist.
  Orient the person to their surroundings.
  The guide should stay with the person.

Hearing Impaired Persons

Hearing impaired persons may not perceive emergency alarms. Switch lights on and off to gain attention or gesture what is happening or what to do.

With simple, direct gestures or sign language, point them to safety. If you know sign language, communicate with the person. You may also write directions on paper.

Wheelchair Confined

Persons in wheelchairs with respirators must have priority assistance if there is smoke, as their ability to breathe is jeopardized.

Determine if a person may have limited ability to be moved or if lifting may be dangerous to their health. This limitation should be determined when the student enrolls.

Things to Consider:

- Ways to remove a person from a chair.
- Number of people needed for assistance.
- Whether to extend or bend extremities. Prosthetic equipment used by child may be needed.
- Whether a stretcher, chair, or another seat will be needed after evacuation.
Evacuation with a Wheelchair

- Control the chair and use a guide if the child cannot manage the chair.
- Secure person in chair with seat belt if appropriate.
- Lock foot rests.
- Many chairs have moving parts which are not constructed to withstand lifting.
- Lift and move chairs by the rigid frame only, with electric power off if necessary.

Persons Who May Need Assistance

I. Any person with mobility, vision or recovery problems.
   - Anyone with a temporary disability such as a student with an athletic injury.
   - Guests or visitors with disabilities.
   - Any confused person.

II. The elevator must not be used during a fire drill or any real emergency. The elevator shaft may become a chimney for smoke during a fire. If the electricity fails, the occupants would also be stranded.

Individualized Evacuation Plan

The individualized emergency evacuation plan should be devised for all students with disabilities. The plan should identify where the student will be at any time and how the student is to be evacuated from each location. A copy of plan should be kept in each classroom the student attends as well as the appropriate administrative offices. The plan should be detailed enough to show emergency response, assisting personnel, routes of evacuation and methods of evacuation. The individualized plan should be followed during drills and modified if necessary.

Parents (guardians) should be encouraged to discuss the evacuation plan with their child's doctor. It may be necessary to administer medicine, respond to a medical emergency, respond to an emotional emergency or move the student to a second safer location, and the staff should be aware of this type of complication. The child's doctor may be aware of problems which might complicate evacuation.
GUIDELINES FOR ASSESSING SUSPICIOUS LETTERS OR PACKAGES

Assessing Credible Threat Related to a Suspicious Letter or Package

The New Mexico Department of Health Office of Epidemiology (NMDOCH EPI), Federal Bureau of Investigation (FBI)/Albuquerque Office, New Mexico Department of Public Safety (DPS)/Homeland Security Department, other law enforcement, or fire and hazardous materials (HAZMAT) personnel may be asked to assess the credibility of suspicious letters, packages, and other potential threats. The following outline is provided to help assess whether a letter or package represents a credible threat (refer to flowchart at end of this document). These guidelines refer only to those threats that originate in New Mexico.

QUESTION: Does the letter or package have either of the following criteria for a CREDIBLE THREAT?

- A letter or package with an explicit threat (substance need not be present).

OR

- A letter or package that is suspicious for a bomb or other hazardous material, e.g., ticking, protruding wires or foil, unexplained material leaking from package.

IF YES – FOLLOW THESE STEPS:

- Have caller contact local police. If the caller is at work, then also have them report the incident to an available supervisor or building security official.

- Instruct the caller not to handle the package, and to leave the room, close the door, and section off the area to prevent others from entering. If possible, turn off local fans or ventilation units in the room.

- Regardless of who receives the initial report, the following agencies will be contacted to inform them of the incident:
  - Emergency Operations Center 478-9635
  - Federal Bureau of Investigations 889-1300
  - Office of Epidemiology 827-0068
  - Director of Homeland Security 621-4284
  - Local law enforcement/Hazmat

GUIDELINES FOR ASSESSING SUSPICIOUS LETTERS OR PACKAGES

2/11/2004
If Laboratory testing is being considered, then credible threat must be determined by FBI and NMDOH EPI.

 REFER TO APPENDIX 1 FOR ADDITIONAL INSTRUCTIONS

QUESTION: Does the letter or package have material present, whether opened or unopened (e.g., powder spilling)?

IF YES – REVIEW OTHER CHARACTERISTICS OF THE LETTER OR PACKAGE:

✓ Is there a logical explanation for the letter/package or material?
✓ Is the letter/package “suspicious” because it is unfamiliar?
✓ Is there a return address? Is the return address known to the recipient? Can the recipient contact the return address to confirm that they sent the item? Is the return address a reputable company conducting normal business?
✓ Did anyone actually see the material?

IF THERE IS DEFINITELY MATERIAL PRESENT THAT CANNOT BE LOGICALLY EXPLAINED, THIS REPRESENTS A CREDIBLE THREAT. FOLLOW THESE STEPS:

✓ Have the caller contact their local police. If the caller is at work, then also have them report the incident to an available supervisor or building security official.

✓ How to handle the letter or package if material is present that represents a credible threat:

✓ Do not shake or empty the contents of any suspicious envelope or package.
✓ Do not smell, taste, or touch the material.
✓ Do not try to clean up powders or liquids.
✓ Place the envelope or package in a sealed bag or container. A transparent container such as a ziplock bag or plastic storage container is preferable. If a container is not available, then cover the letter or package.
✓ If possible, turn off local fans or ventilation units in the room.
✓ Leave the room and close the door, and/or section off the area to prevent others from entering.
✓ Anyone who handled the item should wash their hands with soap and water.
✓ If the material spilled onto clothing, remove contaminated clothing and place in sealed plastic bag. Shower with soap and water as soon as possible. Do not use bleach or harsh disinfectant on your skin.
✓ If possible, obtain a list of all people who handled the letter/package or were in the room or area when the letter/package was recognized or opened. Give this list to both local enforcement officials and Public Health authorities for further investigation.

✓ If a room was contaminated by intentional mechanical aerosolization, follow these instructions:

✓ Turn off local fans or ventilation units in the area.
✓ Leave the area immediately.
✓ Close the door or section of the area to prevent others from entering.
✓ Report the incident to local police and/or FBI.
✓ Shut down air handling system in the building, if possible.
✓ If possible, obtain a list of all people who were in the room or area.

Regardless of who receives the initial report, the following agencies will be contacted to inform them of the incident:

- Emergency Operations Center 475-9635
- Federal Bureau of Investigations 889-1300
- Office of Epidemiology 827-0008
- Director of Homeland Security 621-4284
- Local law enforcement/Hazmat

REFER TO APPENDIX 1 FOR ADDITIONAL INSTRUCTIONS

QUESTION: Does the letter or package have other suspicious characteristics?

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title but no name
- Misspellings of common words
- No return address/unknown return address
- Excessive weight
- Lopsided or uneven envelope
- Excessive security materials (e.g., heavily taped)
- Visual distractions
- Marked with restrictive endorsements (e.g., “Personal” or “Confidential”)

IF YES - THESE ITEMS MAY OR MAY NOT REPRESENT A THREATENING SITUATION. REVIEW THE FOLLOWING CHARACTERISTICS OF THE LETTER OR PACKAGE:

✓ Is there a logical explanation for the letter/package or material?
✓ Is the letter/package “suspicious” because it is unfamiliar?
✓ Is there a return address? Is the return address known to the recipient? Can the recipient contact the return address to confirm that they sent the item? Is the return address a reputable company conducting normal business?

If there is not a logical explanation for the letter or package, have the caller contact local police. Alternatively, the caller may place the item in a plastic bag and discard.
QUESTION: If the letter or package does not contain an observable threat or material, but the recipient is concerned, instruct the recipient to place the letter or package in a plastic bag and discard.

This mail does not need to be reported to local law enforcement, FBI, or NMDOH EPI. FBI will not take possession of the letter or package and testing will not be performed.
APPENDIX 1

Preliminary Investigation of a Letter or Package Representing a CREDIBLE THREAT, Including a Letter or Package With DEFINITE MATERIAL Present

REASSESSMENT OF INCIDENT
Upon notification of an incident, law enforcement dispatchers and responders will conduct an investigation:

1. To reassess whether there is an explicit or implied threat regarding a chemical, biological, radiological agent/device, or explosive device.
2. To confirm whether there is material present. If there is material present, the FBI in conjunction with NMDOH EPI, HAZMAT personnel, local and state law enforcement agencies, and/or other field responders will decide whether the item still represents a potential act of terrorism.
   √ IF NMDOH EPI and the FBI determine that the material is to be analyzed, representatives from the FBI, local and state law enforcement, and/or local HAZMAT Response Unit will come to the scene to collect the material.
   √ NMDOH EPI and FBI must be notified before any material is sent to NMDOH SLID.
   √ The material must be appropriately packaged for transport to NMDOH SLID (See section below).

TRANSPORTATION OF MATERIAL TO NMDOH SLID
1. NMDOH SLID is ONLY activated by either FBI or NMDOH EPI for testing of biological and/or chemical terrorism samples after credible threat has been determined by FBI and NMDOH EPI.
2. The material MUST be appropriately packaged before transporting to NMDOH SLID. The packaging and transporting protocol for delivering materials to NMDOH SLID is outlined in Appendix 2.
3. FBI, police, or HAZMAT personnel MUST complete the appropriate chain of custody forms when transporting materials for testing.
4. Material should be transported to NMDOH SLID promptly. Normal hours of operation at NMDOH SLID are 8AM to 5PM, Monday thru Friday. Please make a reasonable attempt to deliver the material during those hours and call ahead for anticipated transport (505-841-2341). If material must be delivered after hours, call the NMDOH EPI on-call epidemiologist (505-827-0008). He/she will coordinate with NMDOH SLID, FBI, police, and/or HAZMAT personnel to have the material delivered.

PRELIMINARY MATERIAL TESTING AND REPORTING PROCEDURE
1. Environmental samples or other specimens will be tested at NMDOH SLID using protocols from the Centers for Disease Control and Prevention (CDC). NMDOH SLID will only accept specimens that they have been instructed to test by NMDOH EPI and the FBI.
2. NMDOH EPI will coordinate the follow-up of results from materials tested at NMDOH SLID.

GUIDELINES FOR ASSESSING SUSPICIOUS LETTERS OR PACKAGES
2/11/2004
ALL TEST RESULTS ARE STRICTLY CONFIDENTIAL AND TEST RESULTS WILL ONLY BE GIVEN OUT THROUGH NMDOH EPI.

NMDOH SLD will only report results to the senior epidemiologist at NMDOH EPI (505-697-3006). NMDOH SLD will NOT report results to any other person/agency. All results, both preliminary and final, will be reported to those agencies that need to know by NMDOH EPI. A hard copy of test results will be sent to Public Health Emergency Preparedness Unit, c/o Maggi Gallaher, MD, MPH, Medical Epidemiologist, Emergency Preparedness Unit, Office of Epidemiology, NM Department of Health, 2600 Centennial Rd, Santa Fe, 87503-2260.

NMDOH EPI will be responsible for contacting other agencies with test results as soon as possible and within 24 hours of receipt of the results from NMDOH SLD. The agencies to be contacted include, but are not limited to:
- FBI, Albuquerque Office
- Secretary, Department of Health
- Public Information Officer, Department of Health
- Secretary, Department of Public Safety
- Director, Office of Homeland Security
- State Emergency Operations Center

The State Police or FBI will be responsible for providing the potential victim with information about testing procedures and follow-up. The FBI will notify the potential victim of final test results. If the potential victim has additional questions, he/she may contact the FBI and request that NMDOH EPI call them back.

CONTACT PHONE NUMBERS and EMAIL

| New Mexico Department of Health Office of Epidemiology (NMDOH EPI) | 505-927-5006 | mgallaher@doh.state.nm.us |
| New Mexico Scientific Laboratory Division (NMDOH SLD) | 505-941-2541 |
| New Mexico Dept of Health—Cabinet Secretary Cell with positive, email only for negative results | 505-231-2112 | pmontoya@doh.state.nm.us |
| Federal Bureau of Investigation/Albuquerque Office (FBI) | 505-889-1303 | whuptrine@fbi.gov |
| New Mexico Department of Public Safety (DPS) – Cabinet Secretary | 505-476-9835 | ecddirector@dps.state.nm.us |
| New Mexico Emergency Operations Center (EOC) | 505-621-4284 | asobol@state.nm.us |

All results will be emailed regardless of whether they are positive or negative. For those with access to DOH LotusNotes, there is an email group called BT/CT Results for the purpose of emailing these results.

GUIDELINES FOR ASSESSING SUSPICIOUS LETTERS OR PACKAGES 2/11/2004
APPENDIX 2

PACKAGING AND TRANSPORTING PROTOCOL

1. Place the specimen into a leak-proof transparent plastic bag or a leak-proof container with a tight cover that is labeled “biohazard”.
2. Place this bag/container into a second leak-proof transparent bag or container with a tight cover that is labeled “biohazard”.
3. Place the second bag/container into a third leak-proof transparent bag or container with a tight cover that is labeled “biohazard”.
4. Any liquid or wet samples must be wrapped in absorbent material.

THE DELIVERY PACKAGE MUST BE LABELED WITH:
1. Biohazard labels, AND
2. Date, time, submitter name, and identification of the item being transported.

PAPERWORK THAT MUST BE COMPLETED FOR ALL DELIVERY PACKAGES INCLUDES:
1. Requisition form (should be filled out at NMDOH SLD)
2. Chain of custody form (should be filled out at NMDOH SLD)

Material should be transported to NMDOH SLD promptly. Normal hours of operation at NMDOH SLD are 9AM to 5PM, Monday thru Friday. Please make a reasonable attempt to deliver the material during those hours and call ahead for anticipated transport (505-641-2641). If material must be delivered after hours, call the NMDCH EPI on-call epidemiologist (505-327-0006). He/she will coordinate with NMDOH SLD, FBI, police, and/or HAZMAT personnel to have the material delivered.
RESPONDING TO A SUSPICIOUS LETTER OR PACKAGE

Is there an articulated threat, either explicit or implied?

YES

OR

Is the item suspicious for a bomb or other hazardous material? [e.g., ticking; protruding wires or foil; unexplained material leaking from the package]

No

Is powder or other foreign material present on or in the mail item?

No

Is the caller concerned because the mail item is unfamiliar to them?

Yes

Usually, this is NOT a credible threat, particularly if the sender is known.

Recommend that the caller contact the sender for an explanation.

Explain that powdery materials are frequently found on mail because:
- Mail picks up dust in mailrooms and mailboxes, trucks and sorting facilities;
- Envelopes shed tiny flakes of paper when sealed or torn open;
- Dried correction fluid flakes off;
- Commercial printers and bulk mailers use powdery materials (including corn starch) to keep pages, envelopes and magazines from sticking together.

If powder is clearly visible and remains unexplained, THIS MAY BE A CREDIBLE THREAT

No

Yes

this is a credible threat

Recommend that the caller place the item in a plastic bag and discard it.

instruct the caller:
Contact the local police. Local police will call HazMat Team, State EOC, Director of Homeland Security, FBI and NMDOH EPI to inform them of the incident.

The caller should not to handle the package:
- Do not shake or empty the contents of the suspicious letter or package.
- Do not smell, taste, or touch the material.
- Do not try to clean up powders or other material.
- Place the letter or package in a plastic bag or container, or cover it.
- If possible, turn off fans or room ventilation units.
- Have everyone leave the room and close the door, and/or section off the area.
- Anyone who handled the item should wash their hands with soap and water.
- If material has splashed on clothing, remove the clothing, seal it into a plastic bag, and shower with soap and water. Do not use bleach on skin.
- Ask the caller to write down what the item stated or implied that was a threat and the name and phone number of everyone who handled the item or was in the room with the item.
- The item should then be sealed into a bag or other container and placed in sealed leak-proof secondary and tertiary bags or containers. Wet or liquid samples must also be wrapped in absorbent material. Each specimen must be labeled with date, time, submitter and identification of the item and a biohazard sticker.

NMDOH EPI and FBI must be notified and a credible threat determined before any material is sent to NMDOH SLU. NMDOH SLU is ONLY activated by FBI or NMDOH EPI for testing Biological and/or Chemical Terrorism (BT/CT) samples AFTER a credible threat is determined by FBI and NMDOH EPI. A requisition form, and chain of custody form must accompany the item for testing. Requisition forms are available at NMDOH SLU.
FIRST AID RESPONDERS - Suggested Guidelines

In an emergency situation, any staff member may provide assistance, with due consideration to the following precautions.

UNIVERSAL PRECAUTIONS:

- Blood and other body fluids may transmit infectious disease.
- Do not handle without proper training and equipment.
- Assume all human blood and all body fluids are infectious and are to be treated as such.
- Latex gloves shall be worn when providing first aid, followed by thorough hand washing.

Blood borne pathogens "Exposure Incident"

"Exposure Incident" means a specific eye, mouth, mucous membrane, non-intact skin, or any contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

Any time an employee is involved in a possible exposure incident, it shall be reported, investigated, and documented. The school Nurse or Nursing Assistant has a form to document injuries, and the Risk Management department has a form on which to report accidents. Ask a supervisor if you have any questions about documenting an accident.

FREQUENT HAND WASHING IS THE SINGLE MOST EFFECTIVE MEANS OF PREVENTING THE SPREAD OF INFECTIONS.

CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the nurse’s office.

QUALIFIED STAFF/FIRST AID PROVIDERS PRECAUTIONS

Qualified staff/first aid providers who have open lesions or weeping dermatitis shall be examined as soon as possible. These employees shall refrain from all direct patient care and from handling patient care equipment until such examination occurs.

Annually identify those staff who have current training in CPR and First Aid.
Albuquerque Public Schools
Health/Mental Health Services

APS School Crisis Intervention Model
(mental health intervention for crises that have a school-wide impact)
2004-2005

Upon notification of a crisis situation, all of the school’s mental health professionals (counselors, social workers, nurse, and cluster psychologist) should meet with the principal to plan the mental health intervention. If district crisis team assistance may be needed, the principal should contact the Crisis Team Administrator for assistance.

If district crisis team assistance is requested, a team leader will be sent to the school to help organize the site team and coordinate the intervention efforts. After all site health and mental health professionals have been assigned roles in the intervention, if additional assistance is needed, the crisis team leader will contact the CT administrator to activate district crisis team members. Please note: because it is a crisis situation, priority of all site-based mental health professionals is to participate in the intervention and to suspend regular activities.

Basic crisis intervention training was provided at the first Health/Mental Health inservice in September 2004 and will be provided on an annual basis. The training reviewed the template to be used when organizing an intervention effort as well as the model to use when working with individuals and groups of students. Advanced training is available on a cluster basis, by request.

Please contact Janalee Barnard at 342-7245 if you have any questions regarding this procedure.

<table>
<thead>
<tr>
<th><strong>Notification of crisis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Convene meeting between administration, school counselors, school social worker(s), nurse, and cluster psychologist.</td>
</tr>
<tr>
<td>2. Follow crisis intervention template to create intervention plan and assign roles for all health and mental health personnel.</td>
</tr>
<tr>
<td>3. If additional assistance is needed, principal contacts Crisis Team administrator.</td>
</tr>
<tr>
<td>4. Team leader is sent to assist with organization of intervention. If all school health and mental health professionals have been assigned a role in the intervention and additional assistance is needed, team leader will contact CT administrator to activate additional team members.</td>
</tr>
</tbody>
</table>
Situation: ____________________________________________ Date: __________________________

I. **Intake:** (select the appropriate category, if applicable)

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STAFF MEMBER NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ grade level</td>
<td>__ grade level or subject area</td>
</tr>
<tr>
<td>__ regular education or special education</td>
<td>__ spouse, offspring, or close relatives in APS</td>
</tr>
<tr>
<td>__ siblings in district (location? ages?)</td>
<td>__ sphere of impact (classroom, grade, etc.)</td>
</tr>
<tr>
<td>__ sphere of impact (teams, clubs, popular, etc.)</td>
<td>__ close colleagues of staff member</td>
</tr>
<tr>
<td>__ close friends of student</td>
<td>__ any staff member or students w/ recent losses</td>
</tr>
<tr>
<td>__ student’s teachers</td>
<td></td>
</tr>
<tr>
<td>__ any staff members or students with recent losses</td>
<td></td>
</tr>
</tbody>
</table>

II. **Intervention Plan Components:** The components of this plan have been used successfully in the past for a number of schools

- Planning meeting (principal, counselors, social worker, nurse, and cluster psychologist)
- Emergency staff meeting (staff needs to be told before students). Additionally, in some cases, phone calls to staff may be made prior to the return to school.
- Student notification (via classroom teachers, school-wide announcement, or counselor visit to affected classrooms, etc.)*
- If a student died, withdraw the student with the appropriate code on the same day.
- Designate a representative from the school who will contact the family and offer condolences and support. This is also an opportunity to confirm information and determine what can be released.
- Plan phone coverage, what information will be given out, and by whom.
- Notify schools of surviving siblings and speak directly with the school counselor or administrator to apprise them of the situation.
- Identify those students and staff members at greatest risk to check in with and monitor: classmates, close friends, child’s teacher(s), former teachers, former classmates, anyone who has experienced the death of a loved one (especially within the last year), and anyone who had negative feelings toward the student or the family. Remember to consider secretarial, custodial and cafeteria staff, coaches and bus drivers. **Anyone who was especially close to the deceased student should be told in private and prior to the general announcement.**
- Provide factual information and dispel rumors in your presentations/check-ins.
- Parent letter should created by principal to send home with students.
- When possible, reschedule any standardized tests, fire drills, lock down drills, and other similar activities planned for the day.
- Some students and staff may need to go home. Excuse these students’ absences and make sure than an adult is at the home. Make arrangements for coverage for staff.
- Counselor debriefing with affected classroom(s) (see attached handouts).
- “Safe Room” coverage for extremely upset individuals sent to office for help (be sure to have butcher-type paper, markers, tissues, etc.)
- Provide referral sources for families of students that may need additional assistance.
- Plan for an after school faculty meeting to review the day’s events, update with any new information, process staff’s feelings, discuss students’ reactions and staff concerns re: support for the family and future plans. Thank staff for their efforts.
- Make plans for when and how to remove student’s possessions. Have a staff member accompany parent(s).
- Designate a contact to coordinate donations or a memorial activity, if desired.

**Assignments for H/MH professionals:**

| __ school crisis coordinator to oversee intervention | __ classroom visits |
| __ Safe Room facilitators | __ individual care (check in with individuals identified as high risk) |
| __ staff care (staff meeting and individual check in with highly affected staff) |

*If the classroom teachers will be making the announcement (as is generally done in an elementary school), it is suggested that a short script be written so that every teacher can provide the same information—this usually relieves the anxiety of the teachers)

Barnard/September 2004/Health & Mental Health Services/Albuquerque Public Schools
Section Three

Emergency Management Responsibilities
EMERGENCY MANAGEMENT RESPONSIBILITIES

• District Personnel

• School Site Personnel

• Critical Incident Management Plan Synopsis
DISTRICT PERSONNEL DUTIES AND RESPONSIBILITIES

The following APS organizational line of authority shall exist in an emergency:

Superintendent

Associate Superintendent for Leadership / Director of School Police

Cluster Superintendents / Chief Financial Officer / Chief Facilities Manager

Principals / Site Administrators

(Refer to the normal APS organizational chart previously distributed for the line of authority in non-emergency situations.)

Superintendent or Designee

1. Coordinates assistance and maintains communication with any district school affected by an emergency or disaster.

2. Assigns central office personnel to duties in the emergency headquarters, specific district facilities, or to school sites as necessary.

3. Maintains communication with the Board of Education.

Director of School Police

Responsible for coordinating the district response to critical incidents.

1. Establishes and maintains communication with the appropriate Emergency Services and forwards information and direction to the sites affected.

2. Dispatches appropriate district School Police personnel to the site of the emergency or disaster to facilitate the following:
   A. Assess the severity of the disaster and report the extent of need.
   B. Assist site staff with communication needs.
   C. Implement the 7 critical steps.
   D. Coordinate transportation and maintenance needs.
   E. Assist with search-and-rescue activities.
   F. Assist with pupil release and/or evacuation procedures.

3. Contacts the District Critical Incident Response Team members as necessary.

4. Coordinates with Community Relations Office on the release of information to the press.

5. Coordinates the efforts of the various community agencies, district departments and other individuals working in the emergency or disaster.
COMMUNITY RELATIONS DIRECTOR

Acts as the designated spokesperson for all disaster/emergency-related information in coordination with the Superintendent and site principal. Coordination with the press should be handled by the District Community Relations Office exclusively. The duties of the District Community Relations Office may include preparation of press releases, communication with parents, establishment of on-site rumor control/information post, and other related duties.

Director of Student Transportation Services

Plans and provides transportation services as needed by school sites to transport students home or to assist in evacuation of students and staff.

Chief of Facilities Planning and Operations

Assigns maintenance personnel to school sites as necessary in order of highest to lowest priority. Assists custodial staffs at school sites as necessary, ensuring that all gas, water, and electricity is shut off or provided under safe conditions. Provides crew immediately following a disaster to assess and completely clean and repair damages. Ensures that there is a telecommunication plan to facilitate communication between the central office and the affected sites in the event that the regular telephone system is disrupted by the conditions of the disaster or emergency.

Director of Risk Management

Assists in establishing district emergency procedures, assists in updating district plans annually, monitors safety compliance, assists administration in loss prevention and emergency management, and coordinates with Facilities Planning to assess cost of damage. Provide supplies for emergency care and shelter needs.

Director of Food Services

Oversees the proper storage, preparation, and delivery of food to the various sites as necessary. If the extent of the disaster dictates that schools become emergency shelters, works with other community and government agencies to ensure that adequate water and food supplies are made available at each shelter.

Director of Employee Assistance Program

Activates and coordinates immediate on-site psychological resources for intervention at the crisis site. Provides counseling and/or debriefing to the individuals involved and affected by the crisis. The on-site psychological resources include EAP counselors and the Regional School Counseling Intervention Teams as well as any other community resources needed. The EAP Director and the Coordinator of Guidance and Counseling will work together to establish appropriate counseling sites and assignments of counselors.
Coordinator of Nursing Services

Coordinates nursing services and works with school nursing personnel to assist with health needs of students.

Coordinator of Guidance, Counseling and Special Services

Coordinates school counseling services K-12. Activates the Regional School Counseling Intervention Teams for crises services with students and parents.
SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how -- before such a disaster occurs.

Principal/Crisis Response Team

1. Principal is responsible for notifying 911 and School Police at 243-7712

2. To act as the liaison between the school site and central office and to maintain communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

3. To annually review and update the site-level plan, with particular attention to the unique characteristics of the site.

4. To post and regularly update Emergency School Site Administrative Stations (See Sample Forms), emergency phone numbers, emergency first aid, and chemical inventory lists.

5. To plan alternate classroom evacuation routes if standard routes are obstructed.

6. To establish a communications system consisting of the following elements:
   A. Utilize system of specific disaster warning signals that are well known to staff and students, to include both bell and voice signals.
   B. Utilize alternate system for written communication with staff in the event voice-to-voice communication is not available.
   C. Designate and enforce exclusive use of a telephone line and number to be used only by the principal (or authorized person) and the Superintendent (or designee).
   D. Establish an Information Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion. The following guidelines should be adhered to:
      • Include a sign-in sheet for everyone.
      • Only the Superintendent or designee and the District Community Relations Office or designee are authorized to release information. All other personnel should cordially refer the media to the District Community Relations Office.
      • Designate a person to record incidents for documentation purposes.
Principal/Crisis Response Team - Continued

7. To ensure that teachers are trained to carry out responsibilities during disaster and drill procedures; encourage teachers to work in teams through a buddy system.

8. To ensure that other personnel who provide services to students and staff are aware of emergency procedures.

9. To assign the following duties to school staff:
   
   A. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and to prohibit unauthorized persons from entering campus.

   B. Monitor/supervise halls and corridors to maintain a safe and secure environment.

   C. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.

   D. Establish/coordinate Communication Center.

   E. Administer first aid.

   F. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destination.

   G. Supervise Student Release Procedures.

10. To ensure that all School Site Emergency Team members know where utility shut-off valves are located.

11. To schedule regular emergency drills and review the emergency plan with staff, students, and parents.
A Critical Incident is a crisis that is an unexpected interruption from a previously normal state of functioning producing significant reactions such as turmoil, instability and upheaval in a system. It is further defined as any incident where students, faculty, staff or visitors are in danger and there is a need for immediate action to prevent injury or further harm.

<table>
<thead>
<tr>
<th>Protection and Safety</th>
<th>Emergency/ Crisis Situation Activation Process</th>
<th>Human Stress Response Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque Public Schools Police Chief Gil Lovato</td>
<td>1. Initial Crisis identification by principal or other building site person</td>
<td>• EAP activates immediate on-site psychological resources for intervention</td>
</tr>
<tr>
<td>2. Danger Zone (Identify the location where the problem is and no one should enter)</td>
<td>2. Call 911 - on life threatening or endangering situations</td>
<td>◊ Debriefing for the staff directly involved by the crisis *</td>
</tr>
<tr>
<td>3. Inner Perimeter (Containing the problem)</td>
<td>3. Report crisis to APS Police by Principal/Building site person. Gil Lovato 243-7712</td>
<td>◊ Debriefing with the adult responders involved with the crisis *</td>
</tr>
<tr>
<td>4. Outer Perimeter (Limiting casual access to the problem area by non-essential personnel)</td>
<td>4. Police calls: Superintendent Office 880-3700 EAP Director Office 883-3952</td>
<td>◊ Grief Counseling/Debriefing Teams for students and/or parents affected by the crisis *</td>
</tr>
<tr>
<td>5. Command Post (Designate an area outside of the Danger Zone but within the inner perimeter where the one in charge can be reached)</td>
<td>5. EAP activates psychological resources</td>
<td>• Educational sessions on crisis management skills</td>
</tr>
<tr>
<td>6. Staging Area (Indicate where resources need to gather. These can include Fire Dept., ambulances, rescue trucks, buses, etc.)</td>
<td>6. APS Police/District Critical Incident Response Team activates necessary district and community emergency resources</td>
<td>• Review and assess the effectiveness of the psychological services used in the crisis and plan for future interventions.</td>
</tr>
<tr>
<td>7. Resources (Identify district and/or community resources needed for the incident)</td>
<td></td>
<td>* Within 72 hours with follow-up as appropriate</td>
</tr>
<tr>
<td>• Review and assess the handling of the incident and/or plan for any future incidents</td>
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</tbody>
</table>
Section Four

Safe School Plan Example
EMERGENCY PHONE NUMBERS

FIRST PRIORITY - PRESERVE LIVES, PREVENT INJURIES.

IN AN IMMEDIATE EMERGENCY:
POLICE, FIRE, PARAMEDIC, TOXIC SPILL. . . . . . . . . . . . . . . . . . . 911

This is _____________________________________________________________________

Address: __________________________________________________________________

Cross Streets: ______________________________________________________________

Site Phone Number: __________________________________________________________

Other Site Phone Numbers:

SECOND PRIORITY - NOTIFY SCHOOL POLICE
• Contact School Police
  Give School Name, Nature of Emergency, Help Needed
• Contact Region Superintendent with above information

NOTE: District phones will not operate without electricity.

<table>
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<tr>
<th>ALBUQUERQUE PUBLIC SCHOOLS DISTRICT</th>
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</thead>
<tbody>
<tr>
<td>SCHOOL POLICE</td>
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<tr>
<td>SUPERINTENDENT</td>
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<tr>
<td>CHIEF BUSINESS OFFICER</td>
</tr>
<tr>
<td>MAINTENANCE DEPARTMENT</td>
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<tr>
<td>(After hours, if no answer at M&amp;O,</td>
</tr>
<tr>
<td>call School Police)</td>
</tr>
<tr>
<td>Other: Community Relations</td>
</tr>
<tr>
<td>DISTRICT BUS TRANSPORTATION</td>
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<tr>
<td>RISK MANAGEMENT</td>
</tr>
<tr>
<td>POISON CONTROL CENTER</td>
</tr>
<tr>
<td>CHILD PROTECTIVE SERVICES (CPS)</td>
</tr>
</tbody>
</table>

In the case of a district wide emergency, it will be impossible for each administrator to call their immediate supervisor. If phone communications become unusable or impractical, the school district will attempt to send information via the following sources:

• LOCAL MEDIA - TV OR RADIO
• KANW –FM 89.1
• APS Internet E-Mail

When working with your communities, please encourage them to use the telephone system during an emergency only if absolutely necessary: this will prevent the phone circuits from being tied up with non-essential calls.
**Critical Incident Definition**

A Critical Incident is a crisis that is an unexpected interruption from a previously normal state of functioning producing reactions such as turmoil, instability, and upheaval in a system.

**Examples of Critical Incidents**
- Fire
- Armed Gunman
- Loss of life
- Bombing or Bomb Threat
- Hostage
- Drive-by Shooting
- Loss of Power/Water
- Gas Leak
- Chemical Spill
- Flood/Snowfall
- Windstorm

**Command Post (CP) Location:** At or near incident site

**Emergency Operations Center Location:** Police building at district HQ

**Weather Terms**

**Watch:** Conditions exist for the development of severe weather. Remain alert and be prepared to implement a plan of action.

**Warning:** Severe weather conditions are occurring or imminent. Take immediate action.

**Initial APS Employee Actions**

- Notify 911 if police, fire or ambulance are needed
- Notify School Police at 243-7712
- Notify principal (main office switchboard)
- Provide the following:
  - ALAMEDA ELEMENTARY
  - 412 ALAMEDA NW
  - 898-0070

**Emergency Phone Numbers**

- 911 (Police, Fire, Ambulance)
- Poison Information Center 272-2222
- Superintendent 880-3700
- School Police 243-7712
- Gil Lovato, Director Cell 228-3361
- Maintenance and Operations 765-5950
- Employee Assistance 884-9738
- Student, School and Community Service Center 842-3742
- Community Relations, Director 881-8421
- Risk Management, Director 342-7209
- Red Cross 265-8514

**WHAT IS HAPPENING?**

**WHERE (EXACTLY)?**

This activates emergency plan

Take action to protect students, faculty, and property. This may include:

- Moving people away
- Isolating and securing the area
- Providing assistance as needed to students and personnel
- Directing public safety responders to the scene

**ALAMEDA ELEMENTARY**

412 ALAMEDA NW
898-0070
Sheltering in place is done to isolate all students, faculty and staff from the external environment. It is usually done to protect people from a hazardous material incident such as an external gas leak, hazardous material spill, or other environmental contamination. It can also be used whenever 100% student accountability in response to an outside threat is needed.

8. Make sure all students go inside
9. Close all windows and doors to the shelter area
10. Turn off all ventilation that may come from outside
11. If the air within the shelter appears to be contaminated, inform the office of the problem
12. Account for all students, keep track of and report all missing students to the office
13. Continue to listen for and follow the directions given by the Principal’s Office (PA, written, verbal, etc.)
14. Do not allow anyone to leave the shelter until the all clear signal is given

IMMINENT DANGER PROCEDURE
Signal: "CODE RED" = Lock Down
- Used when a dangerous person is in building, near or on APS campus

Staff is responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed. Teachers take the following actions:
- Direct students into rooms

LOCK DOWN
- Secure all doors to isolate students and staff from a dangerous threat.
- Will take on some aspects of shelter-in-place by limiting movement
- Protective cover is sought in locked sections of the building and locked classrooms
- Requires the ability to quickly secure natural sections of the physical plant, the classrooms and the exterior doors
- Close Blinds, take shelter away from windows, DO NOT TURN OFF LIGHTS
- Call APS Police
- Use a sign-up sheet to account for each person

students are to stay in classroom until the "all clear" signal is given

RELOCATION-Move students and staff off campus to provide safe-haven away from dangerous situation.
If a directive to relocate certain students is given, the principal, designee, or public safety officials will indicate a specific place. Remain calm, do not lock doors, and account for all students and staff.

ROOM CLEAR- Used by teacher or staff in the class without direction from office, when a dangerous situation exists within the classroom.
- Alert Students "ROOM CLEAR"
- Students walk to a designated “Safe Place”.
- Alert Office.
- Office will call appropriate authorities based on circumstances.

ROOM SECURE- Used by teacher or staff in the class without direction from office, when they feel there is suspicious activity or threat outside the classroom.
- Alert Students "ROOM SECURE"
- Lock doors, close blinds
- Alert office
- Office will call APS Police 243-7712

DUCK AND COVER
If inside, use a desk or piece of furniture as a shield.
- Drop to knees with your back to windows
- Make body as small as possible
- Bury face in arms
- Keep eyes closed and ears covered

If outside, try to get behind any solid object.
- Lie prone with face away from source of event
- Cover head, face and as much skin surface as possible
- Keep eyes closed and ears covered

ALL CLEAR The school can resume normal operations
Evacuation Site #1  Nativity of the Blessed Virgin Mary Church
              9502 4th St. N.W.

Evacuation Site #2  Raymond G. Sanchez
                  Community Center
                   9800 4th St. N.W.
ALAMEDA ELEMENTARY STAFF
CRITICAL INCIDENT RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the ALAMEDA ELEMENTARY staff must be prepared to ensure the care and safety of students during the several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how, before a disaster occurs.

- **SECURE COMMUNICATIONS**

  **PRINCIPAL / DESIGNEE**
  Establish communications with appropriate people, organizations or departments. This includes the use of telephones (and cell phones), two-way radios, runners, face-to-face communications, intercom or written communication. Use specific disaster/emergency signals that are well known to staff. If phone communications become unusable or impractical, the school district will attempt to send information via Local Media - TV or radio, KANW-FM Radio, 89.1, or Unisys e-mail.

  Remember that police and fire personnel are specially trained to cope with critical incidents, and will take command of the school and staff during extreme emergencies when they arrive.

  

  **Principal / Designee**

  911 
  Fire/Police Emergencies

  342-7200 
  Cluster Superintendent

  243-7712 or 243-4471 
  School Police

  **Other Resources**

  Media, 89.1 FM, Unisys

  **LIBRARIAN/ CLERK / SECRETARY / PARENT VOLUNTEERS**
  Initiate phone tree. (If needed or directed by Principal/Designee)

  **COMMUNITY RELATIONS OFFICE**
  Will make any media notification; media personnel are not allowed on campus during critical incidents.
IDENTIFY DANGER ZONE

PRINCIPAL / DESIGNEE
Identify the actual physical area where the danger exists. The type of situation occurring (weapons fire, hazardous or toxic smoke, or contaminated hallways) will dictate how large or small the area will be. Under-estimating the size can be disastrous. If in doubt, make it larger. It can always be reduced later if the danger does not exist. Think about upper/ lower floors, adjacent buildings, etc.

• ESTABLISH AN INNER PERIMETER

ALL ALAMEDA ELEMENTARY STAFF MEMBERS
Secure in any safe way the danger zone, not letting any one into the area until public safety officials arrive or the danger is no longer present. This can be accomplished by blocking off hallways, posting people at entrances/exits, closing and locking doors, etc.

• ESTABLISH AN OUTER PERIMETER

ASSISTANT PRINCIPAL / PE COACH / EDUCATIONAL ASSISTANT / OTHER ALAMEDA STAFF MEMBERS
Secure an area to limit casual access to the area by non-essential personnel. This may mean blocking off entrances to parking lots from public streets, stopping pedestrian traffic onto and across school property or limiting access to a portion of the school building or property.

• ESTABLISH COMMAND POST

PRINCIPAL / ASSISTANT PRINCIPAL / DESIGNEE
An incident command post should be at the school, away from the immediate incident location but readily accessible for directing operations at the site. Once established, the Principal, Assistant Principal, or Designee operates from that location until relieved. The command post should be identifiable to all involved in the incident and include essential tools to manage the incident (maps, emergency plans, communication capabilities, documentation supplies, critical incident kit, etc.)

• ESTABLISH STAGING AREAS

PRINCIPAL OR DESIGNEE
Temporary locations for resources (personnel, equipment, supplies) should be identified and those resources directed to the staging area. This keeps the scene as uncongested as possible until the resource is needed and it provides a great deal of flexibility for the use of the resource. (As an example, half of the buses could be directed to stage at the entrance to the rear parking lot, while the other half stage in the front bus loop. They can be moved as needed.) Evacuate if needed to designated areas on evacuation map, or as directed by fire or police.

REQUEST ADDITIONAL RESOURCES

PRINCIPAL OR DESIGNEE
Most resources are usually not instantly available in all situations. There is a “response time” that must be figured (that time from notification to on location and operational).

Therefore, the sooner resources are identified as needed and requested, the sooner they will be operational.

Examples of potential resources might include:
• Buses for evacuation
• Food services for students/evacuees
• Public information personnel to meet with the media
• Physical plant personnel (maintenance and operations)
• Additional police officers
• District Critical Incident Response Team (Activate by calling School Police at 243-7712)
In the event of an emergency situation, the following stations are to be manned by the school site emergency team. The principal and/or designee will: 1) Secure the area, 2) Check for injuries/damage, 3) Call 911 and School Police if appropriate, 4) Notify the area superintendent.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>PHYSICAL LOCATION</th>
<th>PRIMARY RESPONSIBILITY</th>
<th>SECONDARY RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Office</td>
<td>Incident Command</td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>Office</td>
<td>Administration</td>
<td>Incident Command</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>Library</td>
<td>Liaison</td>
<td>Operations</td>
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<td>PE Coach</td>
<td>Grounds</td>
<td>Operations</td>
<td>Liaison</td>
<td></td>
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<tr>
<td>Custodian</td>
<td>Grounds</td>
<td>Logistics</td>
<td>Safety/ First Aid</td>
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<tr>
<td>Secretary</td>
<td>Office</td>
<td>Scribe/ Communications</td>
<td>Planning/ Intelligence</td>
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<tr>
<td>Clerk</td>
<td>Office</td>
<td>Planning/ Intelligence</td>
<td>Scribe/ Communications</td>
<td></td>
</tr>
<tr>
<td>Nurse Assistant</td>
<td>Nurse’s Office</td>
<td>Safety/ First Aid</td>
<td>Logistics</td>
<td></td>
</tr>
</tbody>
</table>

Each Person listed above has primary and secondary responsibilities. For instance, if the person with the primary responsibility of Operations (TO BE NAMED) at the school when a critical incident occurs then the person assigned operations as a secondary responsibility will take the duty in addition to their primary responsibility.

If several of the members are not present, it may be necessary for further delegation of duties by the person in charge.

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**EMERGENCY ORGANIZATIONAL LINE OF AUTHORITY**

The Principal or designee has the primary responsibility of coordinating assistance and maintaining communication with any entity needed to assist the school during an emergency or disaster. The following organizational line of authority shall exist at ALAMEDA ELEMENTARY in an emergency:
Critical Incident Kit Items
ALAMEDA Elementary

◊ First Aid Kit
◊ Safe School Plan
◊ Critical Incident Guides
◊ Updated enrollment roster - with phone tree
◊ Pens
◊ Paper/Clipboards
◊ Blueprint/detailed map of school
◊ High Quality Map of Albuquerque and surrounding area
◊ Flashlight with long lasting batteries (check Monthly)
◊ APS Phone Directory
◊ White Pages
◊ Cell Phone
◊ Portable AM/FM radio
◊ Campus two-way radios
◊ Container to hold the above items
Please use this document during any Critical Incident or emergency. Fill out completely for any child who is absent or leaves your charge for any reason. This includes students who may be visiting your classroom at the time of the emergency.

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TIME</th>
<th>SENT TO (LOCATION)</th>
<th>REASON/SYMPTOMS</th>
<th>RETURN</th>
<th>ABSENT</th>
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**YOU ALSO WILL NEED:**

- School map, with exits, electricity/gas cut offs, etc. marked
- Area map with evacuation sites plainly marked.
Section Five

Sample Forms
Table Top Scenarios
The following forms may be used as examples and modified to meet your schools specific needs or they may be photocopied onto your schools letterhead for use.
Sample Critical Incident Kit Items

◊ First Aid Kit
◊ Your Safe School Plan
◊ Critical Incident Guides (will be distributed during training)
◊ A packet containing updated enrollment information
◊ Pens
◊ Paper/Clipboards
◊ Blueprint/detailed map of school
◊ High Quality Map of Albuquerque and surrounding area
◊ Flashlight with long lasting batteries (check Monthly)
◊ APS Phone Directory
◊ White Pages
◊ Cell Phone
◊ Portable AM/FM radio
◊ Campus two-way radios
◊ Site Critical Incident Team IDs (Baseball caps, Arm bands, etc.)
◊ Container to hold the above items

Each school should put together a critical incident kit to help them with the physical needs they will face during an emergency. The above items are suggestions, but your kit may have more or less items as your individual circumstances dictate.

The items in the kit might be put in a place that all of the team members know about and be conspicuously labeled for easy identification. Several types of clear storage boxes are readily available at local discount stores. The items might also be placed in Army surplus ammo cans, which are designed to be watertight. Yet another option is a brightly colored backpack, which can be easily carried and identified. Again, the unique factors affecting your school will help you decide what is best.
ALBUQUERQUE PUBLIC SCHOOLS
EMERGENCY ADMINISTRATIVE STATIONS

**ADMINISTRATIVE/MAIN OFFICE STAFF**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>PHYSICAL LOCATION</th>
<th>RESPONSIBILITIES</th>
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**TEACHING STAFF**

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<th>NAME</th>
<th>POSITION</th>
<th>PHYSICAL LOCATION</th>
<th>RESPONSIBILITIES</th>
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**CUSTODIAL & SUPPORT STAFF**

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</table>
Dear Parents:

The following emergency procedures will be followed at ____________ School in the event of early dismissal due to inclement weather or other unforeseen event that necessitates closing the school early.

1. Parents will be notified by phone and through the local media that students will be dismissed early.
2. We will keep students at a safe place at the school site until parents or their listed designee arrives for them, i.e., relative, friend, etc.
3. If the parent cannot be reached, the designee will be contacted at the emergency telephone number listed on the enrollment card.
4. If we are unable to contact anyone listed on the enrollment card, we will refer to the information requested on the attached Early Dismissal Release Form.
5. Teachers will request identification of any person they do not recognize as the parent or designee before releasing the student.

It is important to realize that under some emergency situations, it may not be possible to notify everyone by telephone, but we will do our very best with your cooperation. Your assistance is necessary in order to have a safe and orderly dismissal. To assist us you will need to do the following:

1. Verify that enrollment cards and emergency phone numbers are accurate and up to date.
2. Please complete the following Early Dismissal Release form and return it to the school as soon as possible.
ALBUQUERQUE PUBLIC SCHOOLS
EARLY DISMISSAL RELEASE FORM

I have discussed early dismissal arrangements thoroughly with ___________________
and he/she will be picked up by or go to: ________________________________

NAME: ___________________________________  PHONE#: ________________
ADDRESS: ____________________________________________________________

NAME: ___________________________________  PHONE#: ________________
ADDRESS: ____________________________________________________________

PARENT’S SIGNATURE: ___________________  DATE: ______________
TEACHER: _______________________________  ROOM#: ______________

[Signature]

[Date]
## SCHOOL FIRE DRILL RECORD

| **School:** |  |
| **Location:** |  |
| **Type of Building:** | **Number of Rooms:** |
| **No. of Exits:** | **Were Halls and Passageways Clear?** |
| **Condition of Exit Doors and Fire Escapes:** |  |
| **Type of Signal System:** | **Condition:** |
| **Number of Teachers:** | **Number of Pupils:** |
| **Discipline in Building:** | **Discipline on Grounds:** |
| **Time Required to Vacate Building:** | _____ Minutes Seconds |
| **Unobstructed Drill:** | **Obstructed Drill:** | **Time of Drill:** |
| **Drill Conducted By:** | **Date:** |
| **Principal's Signature:** |  |
| **Remarks:** |  |
ALBUQUERQUE PUBLIC SCHOOLS - BOMB THREAT REPORT

When taking the information from the caller: BE ALERT, GET SPECIFICS, BE RESPONSIVE, LISTEN FOR BACKGROUND NOISES.

Keep in mind the following information: WHAT, WHEN, WHERE, and HOW

<table>
<thead>
<tr>
<th>Name of person receiving call</th>
<th>School/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of call</td>
<td>Time</td>
</tr>
<tr>
<td>Exact location call received</td>
<td></td>
</tr>
</tbody>
</table>

**CALLER INFORMATION:**

- [ ] MALE  
- [ ] FEMALE  

Approximate Age: Other:

Write exactly what the caller said here, and indicate if and how the caller seemed familiar. Use the back of this form if needed:

**VOICE**

- [ ] FAST  
- [ ] SLOW  
- [ ] DISTORTED  
- [ ] DISTINCT  
- [ ] DISGUISED  
- [ ] INTOXICATED  
- [ ] STUTTER  
- [ ] NASAL  
- [ ] OTHER

**TONE**

- [ ] LOUD  
- [ ] SOFT  
- [ ] HARSH  
- [ ] RASPY  
- [ ] HIGH  
- [ ] DEEP  
- [ ] PLEASANT  
- [ ] EDUCATED  
- [ ] INTERNATIONAL  
- [ ] SIMPLE  
- [ ] FOUL  
- [ ] SLANG  
- [ ] OTHER

**ACCENT**

- [ ] LOCAL (TYPE)  
- [ ] REGIONAL (TYPE)  
- [ ] FOREIGN (TYPE)  
- [ ] IMPEDIMENT (TYPE)

**MANNER**

- [ ] CALM  
- [ ] ANGRY  
- [ ] EMOTIONAL  
- [ ] IRRATIONAL  
- [ ] LAUGHING  
- [ ] DELIBERATE  
- [ ] NERVOUS  
- [ ] INCOHERENT  
- [ ] RIGHTEOUS  
- [ ] OTHER

**BACKGROUND NOISES:**

- [ ] OFFICE MACHINES  
- [ ] FACTORY MACHINES  
- [ ] ANIMALS  
- [ ] AIRPLANES  
- [ ] TRAINS  
- [ ] STREET TRAFFIC  
- [ ] VOICES  
- [ ] MUSIC  
- [ ] QUIET  
- [ ] OTHER

**BOMB/EXPLOSIVE DEVICE INFORMATION**

- WHEN will it explode?  
- WHERE is it?  
- WHAT does it look like?  
- HOW is it supposed to go off?

Make sure to inform the School Police (243-7712) or the school resource officer if applicable.  
Forward a copy to the School Police via inter-office mail.
En caso de una salida temprana de emergencia, mi hijo debe hacer lo indicado a continuación: (indique con un círculo una de las alternativas)

1. Volver a casa, ya que tiene una llave para poder entrar y quedarse allí hasta que llegue un adulto.

2. Mi hijo tiene mi permiso para irse con un pariente, un vecino o otra persona, tal como se indica a continuación.

3. Otras instrucciones:

4. Indique con una marca al lado del nombre de la persona donde su hijo debe irse si esa persona vive en la misma ruta del bus.

<table>
<thead>
<tr>
<th>Mi hijo tiene permiso para irse con:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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</tbody>
</table>

Firma del padre o de la madre: ___________________________
**BUS FORM**

My child ________________________ is to do the following in case of an emergency early dismissal (*Please circle one*)

1. Come home. My child has a key available and can come into the house and stay there until an adult comes home.

2. My child has my permission to leave school with a relative, neighbor, or other individual as listed below.

3. Other instructions: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Please place a check mark by the name of the relative, neighbor, or friend where your child is to go if that person lives on your bus route.

<p>| | | |</p>
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**My child has my permission to leave with:**

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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Address</td>
</tr>
</tbody>
</table>

**Parent Signature:** ________________________
ALBUQUERQUE PUBLIC SCHOOLS
SAFE SCHOOL RESPONSE PLAN
SAMPLE CRITICAL INCIDENT SCENARIOS

The District Critical Incident Response Team (DCIRT) has created sample incidents for use in training Site Critical Incident Response Team (SCIRT) members and for use at the site level in the awareness training of all staff members as general examples of situations where the Safe School Response Plan may need to be implemented.

The examples are meant to be general so that they may be built upon at each site with details specific to the site and the surrounding community. Please feel free to modify the samples or create new scenarios for your site as needed.

A SCENARIO—HOSTAGE

Unfortunately, in today’s society there is the real possibility that someone may be taken hostage at a school site. There are many things which can be done to minimize the risk, despite the fact our schools are somewhat open to public access and therefore are potential targets of hostage takers. For this scenario we will focus on managing the crisis as it occurs and not deal with prevention issues. Obviously, in such a situation occurring on a school campus law enforcement personnel will take over and assume control when they arrive at the scene. This typically will take several minutes. During that time it is critical that the school staff react with a plan to contain the situation and minimize the risk to students and staff in the vicinity of the incident.

Required Role Players

∈ Staff who first observe the hostage taker
∉ Principal or Site Administrator
∠ Members of SCIRT
∇ Staff playing the part of police authorities

Remember staff may take on one or more roles and roles can be reassigned as needed. The procedures are tasks to be completed and are not pre-designated to specific staff.

(This scenario, due to its complexity should be used after participants have successfully completed simpler scenarios and have become familiar with using the Critical Incident Management Guides. Keep it simple and focused at first. As participants gain confidence and familiarity with the tasks, you may want to add distractions and complications to the scenario, always remembering that you want the participants to develop confidence in using Critical Incident Management techniques.)

Scenario Background

At 1:37 p.m. a speeding van pulls into the faculty parking lot and two men brandishing a handgun and assault rifle jump out of the van and run into the building. This is observed by the custodian who is outside emptying trash.

For realism, use a site map of your school or draw a simple map on a chalk or dry erase board showing how the scenario unfolds. Try to keep actions true to the time they would take to occur in an actual incident. Give a script to staff assigned to play the part of non-school and/or district staff and cue them when to deliver their lines.

At this point the role playing may begin.

O Look for the initial notification tasks to occur as outlined on GUIDE A.

O Look for someone to assume command and take the initial steps outlined on GUIDE H.
At 1:38 p.m. calls come into the office over the intercom from classroom (name a classroom centrally located in the classroom building you already identified. For simplicity choose one that doesn’t have a doorway into other classrooms) that two armed men are holding the class (students and teacher) hostage. The intercom goes dead with no further communications.

O Look for decisions to be made according to the guidelines for (Evacuation) and/or (Lock Down) on GUIDE B. If buses are requested, have someone playing the part of APS Transportation advise buses can be deployed to evacuate and will arrive in thirty minutes. Have this person keep track of time and tell staff the buses have arrived after thirty minutes.

O Look for SCIRT members who are activated to begin to implement the Critical Tasks outlined on GUIDE E.

O Look for the site administrator or whomever has been designated in charge (Incident Commander) to implement tasks outlined on GUIDE F.

O Look for SCIRT members to continue to carry out critical tasks.

O Look for staging areas to be designated if any classrooms are evacuated, a command post to be set up and properly staffed, secured communications, appropriate SCIRT assignments, 100% accountability of students and timely communications from the SCIRT to the school staff as well as the District staff.

O Look for alternate evacuation plans being formulated.

At 1:45 p.m. law enforcement officers arrive and ask what the situation is. (Have someone playing this part record the information passed on to the law enforcement officers. Discuss the effectiveness of communications at the end of the scenario. Look for breakdowns and/or inaccurate information which affect the deployment of resources.)

At 1:50 p.m. police ask for the following:

∈ Names of everyone in the classroom
∉ Map of the school
∠ Location of utilities
∇ Access to anyone who saw what happened
® Briefing on who else is on campus and where they are
© How they can communicate with the classroom
™ Points of exit from the classroom where the hostage taker is

O Look for knowledge of the location of and access to the information requested.

O Look for 100% accountability of students.

O Look for ongoing communications to the District and appropriate requests for resources.
Law enforcement hostage negotiators talk the hostage takers out of the classroom and take them into custody without anyone being injured. They seal off the building as a crime scene and return control of the rest of the school over to the site administrator. The students and teacher who were held hostage are kept in the building for debriefing.

- Look for SCIRT members to continue to manage the campus
- Look for the Site Administrator to communicate status to Region Superintendent and Superintendent, request District resources—Community Relations to handle arriving media, School Police to secure campus and handle crowd/traffic control, Transportation Department for buses to transport remaining students home, E.A.P. to debrief staff, Nursing and Counseling services to deal with student trauma and hysteria as an aftermath to the incident.
- Look for SCIRT members to maintain liaison with law enforcement remaining on campus and provide requested support.
- Look for final accounting of all staff and students.

Scenario Follow up

All staff and students involved with the incident are released and the campus is secured.

Debrief those who participated in the scenario. List what they did and brainstorm about what they may have done differently if anything. Contrast how they handled the incident following a plan with how the situation would have been handled if no plan were in place and or no one knew how to implement it. Reinforce the importance of the staff and SCIRT's initial response before the arrival of law enforcement and the fact that after law enforcement leaves the SCIRT's role is not finished. Dealing with the aftermath will be the greatest challenge for the school and the District. Following the Safe School Response Plan will hasten the return to normalcy. Remind the group that the scenario was staged and of course in an actual situation many more variables would come into play. The point of the exercise was not to introduce extreme “what if’s” into the situation, but to encourage everyone to follow the suggested steps on the provided guides making sure notifications were made, safety was a priority and critical tasks were assigned and implemented to minimize the risk that the situation escalated into a more serious one.
PERSON WALKS ONTO BUS HOLDING A GUN

You are picking up students after school, your bus is full of children and you are about to leave. The other buses are gone, and the school staff has gone inside the school. A person that you don’t know walks into the bus and holds a gun up in the air.

The children in your bus are screaming, and you are told by the gun wielding person to close the door.

Write down the actions you would take to calm the person down and make him/her less likely to hurt anyone below:
SITUATION – THINGS TO LOOK FOR BY FACILITATORS

call 911 and APS Police?

q Was principal notified?

q What information was given to police and principal?

q Were people moved away?

q Was anyone posted to wait for the arrival of first responders?

q Did decision-makers think three dimensionally? (other classrooms around, below, above?)

q Was everything done without endangering others?

q Was anyone or anything posted to keep others from entering the area where the gunman was?

q Did everyone keep themselves out of danger? (NOT entering the classroom, trying to attract gunman’s attention, etc.)

Other Comments/ Critique
SITUATION 2– FIGHT WITH INJURIES IN THE HALLWAY

Right before lunch ends, Teacher C (T-C) hears shouts and the sound of a scuffle in the hallway. T-C sees a crowd of students surrounding four bloody boys who are in the process of fighting. There does not appear to be weapons, but Jim Kirk and Monty Scott, who you know to be friends, seem to be very bloody from facial wounds. John Piccard and Jordy Laforge have no apparent injuries, but have blood all over their hands and clothes. Blood is spattered on the wall where Kirk And Scott are being held up and battered by Piccard and Laforge.

<table>
<thead>
<tr>
<th>Diagram of Area</th>
<th>People Present</th>
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</table>
| (Hallway
Continues North) | Teacher A |
| | Teacher B |
| 2 | Teacher C |
| 2 | Educational Assistant A |
| 2 JL MS | Educational Assistant B |
| 2 JP JK | Jim Kirk |
| 2 | Monty Scott |
| 2 | John Piccard |
| 2 | Jordy Laforge |
| T-C | 16 witnesses |

(Outside)

Actions?


Was someone sent to call 911 and APS Police?

Was principal notified?

What information was given to police and principal?

Were people moved away?

What was done with Kirk and Scott?

What was done with Piccard and Laforge?

Was anyone posted to wait for the arrival of first responders?

Was the school nurse called?

Were the two groups separated?

Were the witnesses kept there, or were names gathered?

Did anyone think about blood-bourne pathogens?

Other Comments/ Critique
ALBUQUERQUE PUBLIC SCHOOLS
SAFE SCHOOL RESPONSE PLAN
SAMPLE CRITICAL INCIDENT SCENARIOS

The District Critical Incident Response Team (DCIRT) has created sample incidents for use in training Site Critical Incident Response Team (SCIRT) members and for use at the site level in the awareness training of all staff members as general examples of situations where the Safe School Response Plan may need to be implemented.

The examples are meant to be general so that they may be built upon at each site with details specific to the site and the surrounding community. Please feel free to modify the samples or create new scenarios for your site as needed.

SCENARIO — CHEMICAL SPILL

A major chemical spill that affects more than one school will likely occur off campus on a major street or highway. A spill may also occur on campus or in an area adjoining the campus. The primary concern involving this type of critical incident is whether to evacuate or “shelter in place”. Generally this decision will be made by fire or police personnel and the site administrator will be responsible for carrying out that direction. Even if fire and police personnel have taken command of an incident or an incident affecting multiple schools is being managed at the District level (DCIRT), the site administrator and the SCIRT are still responsible for managing their campuses and implementing directions from outside authorities.

Required Role Players

∈ Principal or Site Administrator
∉ Members of SCIRT
∠ Staff playing the part of fire and police authorities
∇ Staff playing the part of DCIRT members

Remember staff may take on one or more roles and roles can be reassigned as needed. The procedures are tasks to be completed and are not predesignated to specific staff.

(This scenario, due to its complexity should be used after participants have successfully completed simpler scenarios and have become familiar with using the Critical Incident Management Guides. Keep it simple and focused at first. As participants gain confidence and familiarity with the tasks, you may want to add distractions and complications to the scenario, always remembering that you want the participants to develop confidence in using Critical Incident Management techniques.)

Scenario Background

At 10:00 a.m. a parent who lives across the street from the school has come into the office and reported she just heard on T.V. that a tanker truck carrying chlorine was involved in an accident at the intersection of (use a major intersection ten blocks south of your site). The reporter said the tanker was leaking and the intersection had been sealed off.
For realism, use a site map of your school or draw a simple map on a chalk or dry erase board showing how the scenario unfolds. Try to keep actions true to the time they would take to occur in an actual incident. Give a script to staff assigned to play the part of non-school and/or district staff and cue them when to deliver their lines.

**At this point the role playing may begin.**

- O Look for the initial notification tasks to occur as outlined on GUIDE A. Since public safety personnel are already at the site of the spill, notifications should be to the School Police and Region Superintendent initially.

- O Look for someone to assume command and take the initial steps outlined on GUIDE H.

Two minutes (10:02 a.m.) after the initial notification a fire chief comes to the office and tells the site administrator that a toxic chlorine gas cloud has formed and they anticipate that it will drift in the direction of the school. They estimate it will arrive in forty-five minutes and want the school evacuated immediately, proceeding to the north.

- O Look for decisions to be made according to the guidelines for (Evacuation) on GUIDE B. If buses are requested, have someone playing the part of APS Transportation advise buses can be deployed to evacuate and will arrive in twenty-five minutes. Have this person keep track of time and tell staff the buses have arrived after thirty-five minutes (ten minutes past their estimated time of arrival).

- O Look for SCIRT members who are activated to begin to implement the Critical Tasks outlined on GUIDE E.

- O Look for the site administrator or whomever has been designated in charge (Incident Commander) to implement tasks outlined on GUIDE F.

- O Look for SCIRT members to continue to carry out critical tasks.

At 10:10 a.m. a call comes into the office from the Region Superintendent requesting a status report and inquiring about any assistance needed at the District level. (Have someone playing this part record the information passed on to the Region Office. And discuss the effectiveness of communications at the end of the scenario. Look for breakdowns and/or inaccurate information which affect the deployment of resources.)

- O Look for staging areas to be designated to the north side of campus, a command post to be set up and properly staffed, secured communications, appropriate SCIRT assignments, 100% accountability of students and timely communications from the SCIRT to the school staff as well as the District staff.

- O Look for alternate evacuation plans being formulated prior to the buses arriving late.

At 10:12 a.m. parents who live close to the school begin to arrive to check on the safety of their students and/or take them home.

- O Look for a staging area set up for handling parents arriving and a system to account for release of any student.

At 10:15 a.m. a call comes into the office from the Superintendent requesting a status report and inquiring about any assistance needed at the District level. (Have someone playing this part record the information passed on to the Region Office. And discuss the effectiveness of communications at the end of the scenario. Look for breakdowns and/or inaccurate information which affect the deployment of resources.)
Buses arrive ten minutes later than estimated (10:37 a.m.).

O Look for SCIRT members to complete evacuation, account for everyone and maintain communication with District personnel bringing the scenario to conclusion.

O Look for decisions to be made and requests to the DCIRT for help with media announcements, food at the evacuation point for students if they are not allowed to return to the school immediately, assistance in notifying parents and guardians, transportation back to the school and security of the school after the evacuation.

Scenario Follow up

The students and staff are safely evacuated with all accounted for. The chlorine gas cloud does drift over the school campus fifty minutes (10:52 a.m.) after the fire chief’s order to evacuate. The DCIRT assists with reuniting students with their parents and guardians at the evacuation site which was an APS school a mile north of the evacuated school. Cafeteria Services provide lunches at the evacuation point. All students have been released by 3:00 p.m. Staff debriefs at 3:15 p.m. and are allowed to return to the school.

Debrief those who participated in the scenario. List what they did and brainstorm about what they may have done differently if anything. Contrast how they handled the incident following a plan with how the situation would have been handled if no plan were in place and/or no one knew how to implement it. Try to identify weaknesses in how the plan was implemented and suggest changes to correct them.

Remind the group that the scenario was staged and of course in an actual situation many more variables would come into play. The point of the exercise was not to introduce extreme “what if’s” into the situation, but to encourage everyone to follow the suggested steps on the provided guides making sure notifications were made, safety was a priority and critical tasks were assigned and implemented to minimize the risk of the situation escalating into a more serious one.
SITUATION – Lighting Strike with injured students

A sudden storm front moves into the area of your school unexpectedly. You notice that the sky became dark very rapidly, and hear a series of lightning strikes that seem very near. Then, you hear an extremely loud bang coming from the next classroom.

You see that a hole is in the roof of the classroom next door, and several screaming students are running out of the classroom. You see that the teacher in that room is on the floor, not moving. Two children are also on the floor. One of the children is pinned down by a cabinet, and says her leg hurts bad. The other child is laying near an exposed electrical cable.

<table>
<thead>
<tr>
<th>Diagram of Area</th>
<th>People Present</th>
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</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td>Teacher A and 25 students</td>
</tr>
<tr>
<td>25 students</td>
<td>Teacher B and 25 students</td>
</tr>
<tr>
<td>(Hallway Continues North)</td>
<td>Teacher C and 2 students in room, others running</td>
</tr>
<tr>
<td>Hole in roof</td>
<td>Teacher D and 25 students</td>
</tr>
<tr>
<td>Teacher C</td>
<td>Teacher E and 25 students</td>
</tr>
<tr>
<td>2 students</td>
<td>Teacher F and 25 students</td>
</tr>
<tr>
<td>Teacher E</td>
<td>(Outside)</td>
</tr>
<tr>
<td>25 students</td>
<td></td>
</tr>
</tbody>
</table>

Actions?
SITUATION – THINGS TO LOOK FOR BY FACILITATORS

q  Was someone sent to call 911 and APS Police?
q  Was principal notified?
q  What information was given to police and principal?
q  Were people moved away?
q  Was anyone posted to wait for the arrival of first responders?
q  Did decision-makers think three dimensionally? (other classrooms around, below, above?)
q  Was everything done without endangering others?
q  Did anyone try to gather the frightened children?
q  Did people wait to touch the child near the electrical cable until the breakers were off or let rescue personnel do it?
q  What action was taken for the injured teacher and pinned child?

Other Comments/ Critique

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CRITICAL INCIDENT MANAGEMENT  TABLE TOP SCENARIO

SITUATION – Suspected Explosive Device in Hall

About ten minutes before lunch, a science teacher notices some wires coming out of a locker. There is an empty bag of fertilizer and some ripped up notes nearby, appearing that they fell from the locker. Curious, the teacher looks closer and sees that a pipe shaped device with a clock attached to it is in the locker; the wires she saw hanging out of the locker are part of the device. The teacher recognizes the handwriting on the notes as that of a student who was recently suspended.

<table>
<thead>
<tr>
<th>Diagram of Area</th>
<th>People Present</th>
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<tbody>
<tr>
<td>N &gt;</td>
<td>Teachers</td>
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<tr>
<td></td>
<td>Students (who are not absent)</td>
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<td></td>
<td>Other staff, visitors</td>
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<td></td>
<td>(School detective is testifying in court)</td>
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<td></td>
<td>(All administrators are at a meeting off campus)</td>
</tr>
<tr>
<td>MATH</td>
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<tr>
<td>VOCATIONAL</td>
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<tr>
<td>ART</td>
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<tr>
<td>x SCIENCE</td>
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<td>LECTURE MEDIA</td>
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<tr>
<td>HUMANITIES</td>
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<tr>
<td>GYM</td>
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<tr>
<td>COURTYARD</td>
<td></td>
</tr>
<tr>
<td>ADMIN.</td>
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</tbody>
</table>

Actions?
SITUATION – THINGS TO LOOK FOR BY FACILITATORS

q Was someone sent to call 911 and APS Police?

q Was principal notified?

q Were cell phones and campus radios turned off?

q What information was given to police and principal? Did the initial teacher tell that she recognized the handwriting of the notes near the locker? Was any attempt made to let others know to be on the look out for and be wary of this particular student?

q Were people moved away? (Were restrooms, staff lounges, teachers with prep periods checked? Were special needs children, if any, moved away consistent with their individual evacuation routes? Did teachers think about getting as many buildings and space as possible between them and any possible explosion?)

q Was the device left alone, and was some mechanism of keeping others away from the device implemented during any relocation or evacuation?

q Were classes and teachers kept together, with 100% accounting of students and staff? (Did teachers indicate that they were taking their class and absentee lists? Did they keep the students together when the lunch bell rang?)

q Was any attempt made to account for visitors to the campus?

q Was anyone posted, IN A SAFE PLACE, to wait for the arrival of first responders and keep people from going into the danger zone?

q What are administrators doing about the lunch period? (Was food services called to bring food for the children if they were kept through lunch?)

q Was the school nurse notified in the event of potential injuries? Community Relations? Transportation?

q Other Comments/ Critique
**Critical Incident Management Table Top Scenario**

**SITUATION – Student Walk-Out**

During 2nd period, some students start to walk out of class. It varies from class to class, but about half of the students are staying in class, while the other half are mostly walking toward the courtyard and chanting “No more dress codes!” A few students are going around and yelling into classrooms for the others to walk out. Administration is notified and you hear “The locksmith is in the building” over the intercom.

Students in your class start to chant. How do you cope with this?

What do you do when students try to leave before the all clear is given?

What do you do with the students who stay?

### Diagram of Area

- **N**
- **MATH**
- **VOCATIONAL**
- **ART**
- **LECTURE**
- **MEDIA**
- **HUMANITIES**
- **GYM**
- **COURTYARD**
- **ADMIN.**

(Music, Pac Í)

### People Present

<table>
<thead>
<tr>
<th>People Present</th>
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</thead>
<tbody>
<tr>
<td><strong>Teachers</strong></td>
</tr>
<tr>
<td><strong>Students (who are not absent)</strong></td>
</tr>
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</tr>
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<td>(School resource officer is testifying in court)</td>
</tr>
</tbody>
</table>

### Actions?

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SITUATION – THINGS TO LOOK FOR BY FACILITATORS

q Did teachers follow imminent danger procedures?
   • Proceed immediately to classrooms
   • Direct students into rooms
   • Supervise the area outside room until students are in rooms
   • Lock doors and close curtains
   • Students are to be seated. Use sign-up sheets to account for each person (Emergency Folder).
   • Notify the principal’s office of any additional outbreaks.
   • All students are to stay in classroom until the "all clear" signal is given.

q Was administration notified of new developments?

q What was done after students were contained? (Did instruction continue?)

q Was minimum force used (ie – blocking door with body, not grabbing students)

Other Comments/ Critique
Section Six

Other Resources